

Cooperative Education

Guidelines and Procedures Manual



**Division of College & Career Preparation
Center for Curriculum & Instructional Leadership
Indiana Department of Education
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Preface

Cooperative education has been a widely utilized work-based method of instruction in Indiana for many years. This instructional strategy is invaluable in allowing students to gain skills in their selected career cluster/pathway. Further, students have the opportunity to apply the knowledge and skills learned in both academic and elective classes when participating in cooperative education. Cooperative education programs empower students to be responsible, ethical, and productive employees—characteristics essential for life in the 21st century. Establishing and maintaining quality cooperative education programs is imperative in fostering the development of these vital characteristics.

Assisting students in making the transition from school to the workplace and understanding the correlation between school and the workplace has become vital to every student's future success. Students must be adequately prepared for this transition. Whether a student leaves high school and goes directly into the workplace, attends a two-year or a four-year university, enrolls in an apprenticeship program, or enlists in the military, a cooperative education experience will benefit all students as they continue to pursue their career interests.

To ensure that a cooperative education experience is beneficial for students, those involved in education must partner with the community to ensure that the necessary skills and competencies are taught. Consequently, students will be equipped to meet the future needs and demands of business, industry, and labor. The partnership between the school and community is vital to the success of a quality cooperative education program.

This manual has been developed to improve the quality of cooperative education in Indiana public schools and to ensure compliance with federal and state legislation pertaining to cooperative education. The Indiana Department of Education has adopted the guidelines and procedures in this manual to ensure the quality of all cooperative education programs in the state. This manual serves as a tool to assist administrators and teacher-coordinators in establishing productive and effective cooperative education programs. The guidelines and policies in this manual address operational issues, federal standards, and state administrative codes which, if followed, provide consistency in the operation of all cooperative education programs.

This manual can assist administrators and teacher/coordinators in meeting the challenges of implementing cooperative education programs. This manual serves as a:

- detailed guide for individuals who are developing new cooperative education programs.
- comprehensive reference for individuals who already have cooperative education programs in place.
- resource document with materials such as: responsibilities, sample forms, committee organization.
- reference guide to assist schools in implementing the Indiana Code for cooperative education programs.

For further information on cooperative education programs, contact Julie Yeater, Career Preparation Specialist at 317-232-9168 or jyeater@doe.in.gov

Introduction

Mission Statement

The mission of cooperative education is to provide relevant learning opportunities for students by connecting classroom instruction and on-the-job training in their chosen career cluster/pathway.

Purpose of the Manual

This guidelines and procedures manual has been developed to ensure consistency in the implementation and operation of cooperative education programs throughout the state of Indiana.

What is Cooperative Education?

Cooperative education is defined as a method of instruction that enables students to integrate academic and technical classroom instruction with on-the-job training in a selected career cluster/pathway. Emphasis is placed on the students' education and employability skills in their chosen career cluster/pathway.

"Many students just drift through school. Suddenly, when they graduate, they realize they have no idea in the world of how to get a job. . . . We never make the basic connection between learning, a paycheck and some basic career goals. We need to reinvent the American high school to find a way to catch the attention of these young people and help them get a focus in their lives a little easier."

Richard Riley, former U.S. Secretary of Education

[Indiana Administrative Code-Title 511, Article 8](#). The Vocational Education Indiana Administrative Code outlines cooperative education program requirements. *Italicized notations* in this manual refer to the Indiana Administrative Code.

The Indiana Administrative Code is Indiana law established by the Indiana General Assembly. Title 511 deals with the State Board of Education. Article 8 is one of 12 articles dealing with education—specifically vocational education and includes rules that shall be followed in Indiana schools. Cooperative education programs are designed around the administrative code and should adhere to the parameters as they are defined in the code.

Indiana Administrative Code—Title 511

Article 8. Vocational Education

Rule 1. Requirements for Vocational Program Approval

511 IAC 8-1-1 Approval of vocational programs

Authority: IC 20-1-1-6

Affected: IC 20-1-18

Sec. 1. All vocational programs, as required by IC 20-1-18.4-3, shall be approved by the Indiana state board of education in accordance with the workforce partnership plans submitted to the commission on vocational and technical education. Further, the local educational agencies shall comply with the policies and procedures as set forth in the "State Plan" for vocational education. (*Indiana State Board of Education; Rule V-1, Sec. 1; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3831; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-1-1) to the Indiana state board of education (511 IAC 8-1-1) by P.L.20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-1-2 Planning approval of vocational programs (Repealed)

Sec. 2. (*Repealed by Indiana State Board of Education; filed May 28, 1998, 4:57 p.m.: 21 IR 3833*)

Rule 2. General Criteria

511 IAC 8-2-1 Program criteria

Authority: IC 20-1-1-6

Affected: IC 20-1-1-6; IC 20-1-18.1

Sec. 1. Each school corporation seeking program approval for secondary level courses in vocational education must meet the criteria in this rule. (*Indiana State Board of Education; Rule V-2; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:47 p.m.: 21 IR 3831; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-2-1) to the Indiana state board of education (511 IAC 8-2-1) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-2 Credit

Authority: IC 20-1-1-6

Affected: IC 20-1-1-6; IC 20-1-18.1

Sec. 2. The school corporation shall ensure that students shall receive one (1) credit per semester toward graduation for each nominal hour of classroom or laboratory instruction. At least two (2) credits per semester shall be earned through on-the-job training in a cooperative education program. (*Indiana State Board of Education; Rule V-2, Sec 1; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3832; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-2-2) to the Indiana state board of education (511 IAC 8-2-2) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-3 Students; follow-up; nondiscrimination

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 3. The school corporation shall ensure that:

- (1) An organized follow-up of vocational graduates is accomplished on a one (1) year and five (5) year basis with results reported to the commission on vocational and technical education in accordance with the appropriate federal Classification of Instructional Programs (CIP) codes.
- (2) All classes are open to both sexes with the same effort to recruit males and females. All classes shall be in compliance with Title IX of the Education Amendments of 1972.
- (3) Disadvantaged and handicapped students shall be mainstreamed in regular vocational education programs whenever possible. Modification of programs and additional services are recommended to facilitate this inclusion where practicable. (*Indiana State Board of Education; Rule V-2, Sec 2; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3832; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-2-3) to the Indiana state board of education (511 IAC 8-2-3) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-4 Program requirements

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 4. The school corporation shall ensure that:

- (1) The student-to-teacher ratio for the program is commensurate with the particular program area.
- (2) Safety is taught as an integral part of the instructional program, both in the classroom and the training station.
- (3) The program is directly related to employment opportunities as classified in the most recent edition of the U.S. Department of Labor's Dictionary of Occupation Titles and Occupational Outlook Handbook. Individual student career objectives are on file within the school corporation.
- (4) Written program goals, objectives, or curriculum are available for each program area.

(*Indiana State Board of Education; Rule V-2, Sec 3; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3832; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323*) NOTE: Transferred from the commission on general education (510 IAC 8-2-4) to the Indiana state board of education (511 IAC 8-2-4) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-5 Cooperative education; on-the-job training

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 5. The school corporation shall ensure that the following additional criteria are met:

- (1) A training agreement explaining the essential features of the program and outlining the responsibilities of each party concerned is on file for each student in the teacher-coordinator's office. The training agreement shall be signed by the student, employer, parent, and teacher-coordinator.

- (2) A schedule of on-the-job training experiences (training plan) for each student is drawn up cooperatively with each employer and is on file in the teacher-coordinator's office. All hazardous equipment to be operated by the student shall be identified in the training plan. The training plan shall be signed by the student, employer, parent, and teacher-coordinator.
- (3) Employment of students in the program complies with all state and federal laws pertaining to the employment of youth including minimum wage regulations.
- (4) Related classroom instruction is provided for all students. Credit given for the related classroom instruction is in addition to the credit given for on-the-job training.
- (5) Students shall be allowed time from their daily school schedule to participate in cooperative education.
- (6) Students shall be employed an average of not less than fifteen (15) hours per week during the school year. Modifications will be considered for disadvantaged and handicapped students.
- (7) The teacher-coordinator shall have time scheduled for coordination activities during the same time students are released for on-the-job training. *(Indiana State Board of Education; Rule V-2, Sec 4; filed Sep 29, 1978, 2:39 pm: 1 IR 863; filed May 28, 1998, 4:57 p.m.: 21 IR 3832; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323) NOTE: Transferred from the commission on general education (510 IAC 8-2-5) to the Indiana state board of education (511 IAC 8-2-5) by P.L. 20-1984, SECTION 206, effective July 1, 1984.*

511 IAC 8-2-6 Teachers

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 6. The school corporation shall ensure that all teachers in each vocational program are appropriately licensed. All teachers of secondary vocational education in the public schools shall meet the certification standards as established by the professional standards board. *(Indiana State Board of Education; Rule V-2, Sec 5; filed Sep 29, 1978, 2:39 pm: 1 IR 864; filed May 28, 1998, 4:57 p.m.: 21 IR 3833; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323) NOTE: Transferred from the commission on general education (510 IAC 8-2-6) to the Indiana state board of education (511 IAC 8-2-6) by P.L. 20-1984, SECTION 206, effective July 1, 1984.*

511 IAC 8-2-7 Advisory committees

Authority: IC 20-1-1-6
Affected: IC 20-1-18.1

Sec. 7. The school corporation shall ensure that an advisory committee is organized and functioning with meetings conducted each school year:

- 1) for the total vocational program in the school corporation; and
- 2) for each program area and/or, where appropriate, for each vocational program within the school corporation.

(Indiana State Board of Education; Rule V-2, Sec 6; filed Sep 29, 1978, 2:39 pm: 1 IR 864; filed May 28, 1998, 4:57 p.m.: 21 IR 3833; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323) NOTE: Transferred from the commission on general education (510 IAC 8-2-7) to the Indiana state board of education (511 IAC 8-2-7) by P.L. 20-1984, SECTION 206, effective July 1, 1984.

511 IAC 8-2-8 Facility and equipment requirements

Authority: IC 20-1-1-6

Affected: IC 20-1-18.1

Sec. 8. The school corporation shall ensure that minimum space, facility, and equipment requirements for a vocational program are commensurate with the particular program area. *(Indiana State Board of Education; Rule V-2, Sec 7; filed Sep 29, 1978, 2:39 pm: 1 IR 864; filed May 28, 1998, 4:57 p.m.: 21 IR 3833; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323) NOTE: Transferred from the commission on general education (510 IAC 8-2-8) to the Indiana state board of education (511 IAC 8-2-8) by P.L. 20-1984, SECTION 206, effective July 1, 1984.*

Vocational-Technical and Cooperative Education

(511 IAC 6.1-5.1-10.1 and 511 IAC 8-2-5)

Introduction

Cooperative education is a unique educational strategy that combines on-the-job learning experiences with related classroom instruction in a career cluster/pathway directly related to a student's academic preparation and career objectives. Pursuant to changes adopted in 2005, the on-the-job experiences and related instruction are no longer separate courses but are combined into a single course.

The philosophy of cooperative education recognizes that classroom learning provides only part of the skills and knowledge students will need to succeed in their professions or career clusters/pathways. By creating opportunities to learn in the workplace, schools can help students develop and refine occupational competencies (attitudes, skills, and knowledge) needed to enter and succeed in a profession or career cluster/pathway, adjust to the employment environment, and advance in occupations of their choices.

The fundamental purpose of cooperative education is to provide students with opportunities to learn under real-work conditions. While participating in cooperative work experiences, students are actual employees of the hiring organization. These experiences must be related to student academic and career cluster/pathway goals. Ideally, students' work assignments and areas of responsibility should broaden as they gain experience on the job and increased responsibilities should occur as further education and training are attained.

A student training plan and a training agreement are required. The formal training plan for the cooperative education experience must be jointly developed by the student, parent, teacher, and employer and must set standards for the specific career cluster/pathway the student pursues. The plan must specify attitudes, skills, and knowledge that will be achieved and specifics of how they will be developed and reinforced through the on-the-job experience. Once the plan has been developed, a training agreement is written specifying the responsibilities of all parties involved. At the work site, students are placed under the direct supervision of experienced employees, called "training supervisors" who serve as the on-the-job trainers in accordance with the training plans and assist in evaluating the student's job performance.

A required component of the cooperative education program is classroom-based instruction that complements the work site experience. Related instruction incorporating activities connected to a student's career cluster/pathway objectives and workplace experiences must be provided concurrently with the workplace learning experience. The content for classroom instruction is derived from an analysis of standards to be achieved and competencies needed by individuals engaged in the specific and immediate requirements of the jobs in which students are receiving training. Content selected for classroom activities should help students meet the requirements of their career cluster/pathway goals.

The cooperative education program is a joint effort between the school and community. Program success depends upon mutual support. Advisory committees composed of business, industry, and/or labor partners assist in determining general program operating policies and procedures, participate in curriculum review and revision, and assist in promoting the program in the community.

Cooperative education programs must meet the following requirements:

- Students shall be employed an average of not less than fifteen (15) hours per week during the school year or a total of 540 hours over two semesters.
- Students earn credits for the related instruction portion of the class according to the state's definition of a credit. One credit equates to 250 minutes of instruction per week for one semester, and two credits equates to 250 minutes of instruction per week for the school year. Any deviation from the Indiana Administrative Code requires a waiver from the Indiana Department of Education.
- Student employment shall comply with all state and federal laws pertaining to employment of youth, including minimum wage regulations.
- Safety is taught as an integral part of the instructional program, both in the related instruction and at the training site.
- Students shall be allowed time from the daily school schedule to work at the participating employers' places of business.
- Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year.
- The teacher/coordinator shall have time assigned to supervise students and coordinate with work site personnel during the same time students are released for on-the-job training.
- Properly planned and organized student activities, coordinated with work-based learning experiences, supplement and enhance the cooperative education program. Therefore, participation in career and technical student organizations is an integral part of these programs. Leadership and career oriented activities of student organizations enhance students' occupational information and technical knowledge, build self-esteem, and provide students with solid job-seeking strategies and job success skills.

More specific details about cooperative education programs may be found throughout this manual and at: <http://www.doe.in.gov/octe/bme/curriculum/CooperativeEducation.htm>.

**BUSINESS COOPERATIVE EXPERIENCE
(RELATED INSTRUCTION/ON-THE-JOB TRAINING)**

5260

(BCE)

CIP Code: (Based on Student's Career Pathway)

Business Cooperative Experiences is a career and technical education business course that provides opportunities for students to gain skills and knowledge through on-the-job training and related classroom instruction. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities focused on career objectives and on-the-job training. Instructional strategies may include in-baskets, minibaskets, LAPS, and workflow simulations. Students participating in these structured experiences will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. Credit will be granted for both the related instruction and on-the-job training. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business-related activities.

- Recommended Grade Level: 12
- Required Prerequisites: Computer Applications and/or Business Technology Lab I or II or a minimum of 4 credits in a logical sequence of business courses from the student's career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm>
- Teacher Requirements: A vocationally licensed (CTE) business or marketing teacher must teach this course: <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) business or marketing teacher:
<http://doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
 - Arts, A/V Technology & Communications
 - Business, Management & Administration
 - Finance
 - Government & Public Administration
 - Hospitality & Tourism
 - Human Services
 - Information Technology
 - Law, Public Safety, Corrections & Security
 - Marketing, Sales & Service
 - Science, Technology, Engineering & Mathematics
 - Transportation, Distribution & Logistics
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

**C'OFACS - COOPERATIVE OCCUPATIONAL FAMILY
AND CONSUMER SCIENCES**

In COFACS - Cooperative Occupational Family and Consumer Sciences students prepare for a variety of Family and Consumer Sciences occupations and careers through teacher-coordinated, mentor-supervised work-based learning and school-based instruction (group and/or individual teaching/learning activities) related to the career area being studied. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Detailed standards/competency-based training plans related to the specific FACS career or career cluster of the student's choice are developed jointly by the teacher, the job-site mentor, and the student, and related instruction is developed to facilitate achievement of the standards and competencies in the training plan. A student portfolio to document achievement is required. Family, Career and Community Leaders of America (FCCLA) is the co-curricular organization for this course.

This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; Health Services; Education & Training; and Art, A/V Technology & Communications. It is recommended for students with interests in any of the family and consumer sciences career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: 12
- Recommended Prerequisites: At least 4 credits in a logical sequence of courses in the student's family and consumer sciences career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Academic content standards to be achieved will vary according to each student's career plan. Each topic listed in the course description should be addressed, with opportunities for authentic applications of content standards and competencies provided in all programs. <http://doe.in.gov/octe/facs/cofacs.html>
- Curriculum Framework: <http://doe.in.gov/octe/facs/cofacs.html>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) family and consumer sciences teacher <http://doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
 - Agriculture, Food & Natural Resources
 - Architecture & Construction
 - Arts, AV Technology & Communications
 - Education & Training
 - Government & Public Administration
 - Health Science
 - Hospitality and Tourism
 - Human Services
 - Manufacturing
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION (Including Related Instruction and On-The-Job Training)

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities. Because each student's on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student's own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance.

- Recommended Grade Level: 12
- Recommended Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated: <http://www.doe.in.gov/octe/bme/curriculum/CooperativeEducation.htm>
- Teacher Requirements: A vocationally licensed teacher with co-operative emphasis must teach this course <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed teacher per assignment code <http://doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

MARKETING FIELD EXPERIENCE
(RELATED INSTRUCTION/ON-THE-JOB TRAINING)
(MRKT FE)

5990

CIP Code: Based on Student's Career Pathway

May use any CIP from Marketing and Business in addition to those listed below.

09.0903 Advertising, 52.0207 Customer Service Management, 52.0803 Banking and Financial Support Services, 52.0905 Restaurant/Food Services Management, 52.1803 Retailing and Retail Operations, 52.1804 Selling Skills and Sales Operations, 52.1899 General Merchandising, Sales, and Related Marketing Operations, Other, 52.1904 Apparel & Accessories Marketing Operations

Marketing Field Experience is a marketing course that requires two components: related classroom instruction and cooperative work experience with school release time available. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Students participating in this course will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. The instruction should be planned and organized around the activities associated with specific objectives and career clusters. The classroom instruction for the related instruction component may be a blend of both group and individual instruction. Instructional strategies may include a school-based enterprise, computer-technology applications, real and/or simulated occupational experiences, and projects in marketing functions such as those available through the DECA program of co-curricular activities.

- Recommended Grade Level: 12
- Recommended Prerequisite: Marketing Foundations or a specialized marketing course
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
<http://www.doe.in.gov/octe/bme/curriculum/contentstandardsme.htm>
- Teacher Requirements: A vocationally licensed (CTE) marketing teacher must teach this course <http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed marketing teacher <http://doe.in.gov/octe/>
- Career Clusters: A component for several pathways in the Marketing, Sales & Service and the Hospitality & Tourism career clusters. A recommended component for several career pathways in the following career clusters:
 - Agriculture, Food & Natural Resources
 - Arts, A/V Technology & Communications
 - Business, Management & Administration
 - Finance
 - Hospitality & Tourism
 - Marketing, Sales & Service
 - Transportation, Distribution & Logistics
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

TRADE & INDUSTRIAL COOPERATIVE TRAINING
(Including Related Instruction and On-The-Job Training)

5892

(TICE)

CIP Code: (Based on Student's Career Pathway)

Trade and Industrial Cooperative Training (formerly ICT) is defined as instruction planned to develop occupational skills, safety practices, technical knowledge, and related occupational information for the purpose of preparing persons for initial employment in industrial occupations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Trade and Industrial Cooperative Training method of instruction.

Related Instruction that is classroom-based instruction should be organized and planned around the activities associated with both the students' individual jobs and the students' career objectives in industrial occupations. It is to be taught during the same semesters as the students are receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught as principles in school and are to be applied and tested on the job. The sequence of related instructional topics in school should be continuously correlated with the sequence of the students' job activities. Because the students' on-the-job activities will vary according to the types of industrial occupations in which they have been placed, part of the related instructional time needs to be individualized, in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to the students' own jobs, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments. For the students to become occupationally competent and therefore employable, the related instruction should cover, in varying proportions: (a) general occupational content standards, (b) specific occupational content standards, and (c) specific job content standards.

On-the-Job Training is actual work experience in industrial occupations that is related to the students' career objectives. During this training, the students should have the opportunity to apply the concepts, skills, and attitudes taught as principles in the Related Instruction class, as well as the skills and knowledge that have been learned in other courses. The students are to be placed on-the-job under the direct supervision of experienced employees who serve as the on-the-job trainers in accordance with pre-determined training plans and agreements and assist in evaluating the students' job performance.

- Recommended Grade Level: 12
- Recommended Prerequisite: At least 4 credits in a logical sequence of courses in the student's trade and industrial career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Academic and technical content standards to be achieved will vary according to each student's career plan.
- Teacher Requirements: A vocationally licensed (CTE) Trade and Industrial teacher with cooperative coordinator endorsement must teach this course
<http://doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed Trade and Industrial teacher with cooperative coordinator endorsement
<http://doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in the following Indiana career clusters:
 - Architecture & Construction
 - Arts, AV Technology & Communications
 - Human Services
 - Law, Public Safety, Corrections & Security
 - Manufacturing
 - Science, Technology, Engineering & Mathematics
 - Transportation, Distribution & Logistics
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Section I:



Cooperative Education Programs

Description of Cooperative Education

Cooperative education is a method of instruction that combines in-class instruction with on-the-job training experiences to help students prepare for or explore their career cluster/pathway objectives.

Cooperative education is limited to students who have reached the legal employment age (16 years) and who are classified as high school juniors or seniors. (Indiana Bureau of Child Labor, Teen Worker Bulletin)

Students should use part of the school day and may use some hours after school to build skills relating to their career cluster/pathway objectives.

Students shall be employed an average of not less than fifteen (15) hours per week during the school year. ([511 IAC 8-2-Sec. 5-\(6\)](#))

Instruction is developed and conducted in consultation with employers, employees, or groups of employers and employees having skills in and substantive knowledge of the job or occupational field represented by the students' career cluster/pathway objectives. Students' employment conforms to federal, state, and local child labor laws and regulations.

Cooperative education links the employer and the school in an effort to assist students in becoming well-rounded citizens. The program is supervised, directed, and coordinated by teacher/coordinators under the direction of the local education agency.

The cooperative education teacher/coordinator must meet career and technical education licensing requirements. <http://www.doe.in.gov/dps/licensing/assignmentcode/welcome.html>

The variety and the number of career clusters/pathways represented in cooperative education programs will vary from year to year depending upon the career interests of the students and the availability of suitable training stations.

Major Components

The major components of a quality cooperative education program are:

- [Related class instruction](#), [on-the-job training experience](#), and [Career and Technical Student Organizations \(CTSO\)](#) co-curricular participation.
- Organized and functioning [advisory committee](#) with meetings held each year.
- Paid job placements where students utilize acquired skills and develop new skills relevant to the workplace.
- Licensed teacher/coordinators with appropriate occupational experience to provide planned, supervised instruction.
- Appropriate number of students to enable the teacher/coordinator to place and supervise students. ([See teacher/coordination time](#))
- [Training station supervisors](#) to share occupational expertise with students.
- Individualized, written [training plans](#) to correlate the [related class instruction](#) with [on-the-job training](#).
- Formal and informal evaluations of student progress on the job, including feedback and

follow-up, to assist learners in improving performance.

- Parents/guardians who have a full understanding of their responsibilities in the cooperative education program.
- Systematic one-year and five-year follow-up studies of cooperative education program graduates.
- Instruction in all aspects of the career cluster/pathway students are exploring, which provides a broad base of knowledge of the business operation, including management, finances, wellness, and safety.
- Strong commitment to cooperative education by school administration.

Starting a Cooperative Education Program

Before starting a cooperative education program, the need for and interest in a program must be established.

A survey of business, industry, and labor in the community is necessary to determine the potential support for the program. A survey of students also helps determine if there is interest in such a program. The school's ability to meet the needs and requirements of the program must also be considered. A few of the requirements include hiring a licensed teacher and having adequate staffing to support the program.

Once the surveys are compiled and results show there is both need and interest in the program, the school corporation should:

1. Organize an [Advisory Committee](#).
2. Secure application for the program from the Indiana Department of Education website. (<http://ideanet.doe.state.in.us/octe/>)
3. Work with the area vocational (CTE) director to sign off on the program application.
4. Notify the Indiana Department of Education and the Indiana Department of Workforce Development no later than August 1 of the school year that the program will be implemented by returning the application and attaching advisory committee members and minutes.

After completion of steps one and two, the school corporation may proceed as follows:

- Meet with the Advisory Committee to discuss survey results
- Examine the requirements for cooperative education programs (make sure local, state, and federal laws are followed, implement state program standards into curriculum, etc.)
- Visit a school corporation with an established program
- Determine class size keeping in mind that the teacher/coordinator must conduct site visits
- Meet with business, industry, and/or labor to develop appropriate work sites
- Gather necessary materials for program implementation such as textbooks, forms, equipment, and other resources
- Determine the feasibility of Career and Technical Student Organizations (CTSO)
- Develop a course outline
- Determine the responsibilities of all persons involved
- Work with guidance department and recruit students for the program

State Program Standards for Cooperative Education

The following program standards form the foundation for cooperative education programs in Indiana.

Cooperative Education Program Standards

1. Quality cooperative education programs consist of three components:
 - [Related class instruction](#)
 - [On-the-job training experience](#)
 - [Career and Technical Student Organization \(CTSO\)](#) co-curricular participation
2. Cooperative education programs have organized and functioning advisory committees that meet regularly each year.
3. Cooperative education programs integrate classroom instruction with on-the-job training specific to students' career cluster/pathway goals and related CTSO activities.
4. Effective cooperative education programs provide systematic student evaluation based on performance on the job and in the related class.
5. Quality cooperative education programs meet minimum time standards established by the State. ([511 IAC 8-2-Sec. 5-\(6\)](#) and (511 IAC 6-7-Sec. 1-4)
6. Cooperative education is a (CTE) career and technical education program that provides a transition from education to career.

Benefits of Cooperative Education

Students benefit because cooperative education programs:

- Provide a wide variety of career training in a chosen career cluster/pathways in the local community while they attend high school.
- Provide employability skills through an organized plan of training under actual on-the-job conditions.
- Increase the opportunity to secure training at a relatively low cost.
- Integrate application of academic skills to the workplace.
- Provide an opportunity for employment in the community after they complete high school.
- Increase interest in other school subjects because subjects become relevant.
- Increase responsibility and attitudes necessary for individual maturity and job competence.
- Develop safe work habits, positive attitudes, and a strong work ethic.
- Guide them in making intelligent career choices.
- Aid in the development of resumes and portfolios.
- Provide opportunities for school-based and work-based learning.
- Enable a stronger transition from education to career by combining the efforts of employers and school personnel in job training.
- Encourage them to complete their education and allow them to earn income.

Schools benefit because cooperative education programs:

- Provide additional funding.
- Reinforce academic standards.
- Require minimal equipment and supplies.
- Extend educational opportunities beyond the school's physical and financial resources.
- Allow students and teachers to build upon the expertise of skilled individuals in the community who are involved in the training of young people.
- Demonstrate the concept that education is indeed a community-wide responsibility.
- Allow utilization of community resources to expand the curriculum and provide more individualized instruction.
- Enrich the curriculum by providing on-the-job training experiences needed to prepare for specific career cluster/pathways goals.
- Provide a means of evaluating the efficiency and success of the curriculum.
- Increase school support by helping students clarify their career cluster/pathway goals and providing a practical means of achieving them.
- Provide school personnel the opportunity to stay current with changes in the workplace as technology continues to change the way we work and live.

- Use the facilities of cooperating employers in the community as laboratories for practical training.
- Encourage a closer partnership between school and community.
- Enhance the students' understanding of interpersonal communication skills in the work environment.

Employers benefit because cooperative education programs:

- Provide students a thorough understanding of job-related theory and knowledge.
- Reduce training costs by facilitating students' transition from school to career.
- Provide highly motivated part-time workers who are receptive to instruction.
- Facilitate better communication between school and community.
- Provide an opportunity to improve community good will.
- Allow participation in planning the training for the student.
- Provide an opportunity to train prospective employees.

Parents/guardians benefit because cooperative education programs:

- Enable their child to make the transition from school to career within the protective environment the school provides.
- Enhance academic performance as students gain a better understanding of the relevance of their education as it relates to the world of work.
- Enable them to participate in the learning process as they share their experiences, participate as volunteers, or mentor local students at their work sites.
- Provide an opportunity for communication with their child because the work experience provides common ground for discussion.
- Stress the value of continuing education and post-secondary training.

Communities benefit because cooperative education programs:

- Introduce local employment opportunities to students.
- Encourage students to seek employment in their community.
- Provide constant labor resources.
- Provide better community-school relations.
- Provide the ability to satisfy labor market needs.

Section II:



Responsibilities

Responsibilities of Administrators for Cooperative Education Programs

The responsibilities of administrators are important to ensure quality cooperative education programs. The leadership and involvement of administrators is critical to the success of any program. The following key areas should be monitored to assure compliance with federal and state laws and state and local policies.

Facilitating Cooperative Education Programs

- **Assure compliance with all state and federal policies and procedures**
- Assure alignment of students' career cluster/pathway with their cooperative education experiences
- Respond to the needs of students, teacher/coordinators, business, industry, and labor
- Ensure that (CTSO) career and technical student organizations are available to all CTE students
- Assign appropriate classroom and office space for teacher/coordinator
- Provide telephone in teacher/coordinators' office
- Provide adequate time for the teacher/coordinator to perform coordination activities
- Maintain a sign out system for the teacher/coordinator
- Review required records and documentation ([training agreement](#), [training plans](#), documentation of conferences, employer contacts, etc.) maintained by teacher/coordinator
- Provide input on program strengths and weaknesses to the teacher/coordinator
- Select the teacher/coordinator based on appropriate certification and experience
- Collaborate with the teacher/coordinator to develop written policies for use in decision-making situations and provide guidance in achieving program goals
- Assist the teacher/coordinator in the selection of prospective students and in making school records available utilizing guidance services
- Recognize essential cooperative education program components in the high school curriculum as the related class, on-the-job training, [advisory committee](#), and [CTSOs](#).
- Review the school schedule to accommodate students in fulfilling their graduation requirements
- Provide the teacher/coordinator with professional development opportunities
- Visit the classes to become familiar with student activities
- Visit work sites with the teacher/coordinator for evaluation purposes
- Make provision for assembly programs and class meetings with prospective students to make them aware of available cooperative education programs
- Conduct an organized follow-up of CTE graduates ([511 IAC 8-2-Sec. 3-\(1\)\)](#)

The school corporation shall ensure that an organized follow-up of vocational graduates is accomplished on a 1 year and 5 year basis...([511 IAC 8-2 Sec. 3-\(1\)\)](#)

Selection/Licensing of Teacher/Coordinators

Careful selection of the teacher/coordinator for cooperative education programs is vitally important. **The teacher/coordinator must be properly licensed and qualified for his/her roles and responsibilities. (See next page)**

The teacher/coordinator is the key component of effective and meaningful cooperative education programs. The teacher/coordinator is a member of the school staff serving in two capacities as teacher and coordinator. The teacher/coordinator must work effectively with people, motivating others to develop training relationships with business, industry, and labor.

The qualifications required for an effective teacher/coordinator is reflected in the following list of activities. A successful teacher/coordinator will be knowledgeable and effective in:

- Guiding and selecting students
- Enlisting and supervising the participation of employers
- Teaching the related class
- Assisting with educational needs of students
- Coordinating CTSO activities
- Administering the program by having a thorough knowledge of cooperative education guidelines and procedures
- Developing a personal training plan and a training agreement for each student
- Maintaining good public relations
- Providing instruction that includes the cooperative education related class standards, work place readiness skills, and specific skill sets related to the student's chosen career cluster/pathway
- Maintaining communication with business, industry, labor, and the school community
- Assisting students in adjusting to the work environment and in making personal adjustments
- Maintaining constant contact with students and employers through personal visits

These qualifications are detailed in the ["Responsibilities of the Teacher/Coordinator of Cooperative Education Programs"](#) section.

Assignment Code High School – Career and Technical Education – http://www.doe.state.in.us/dps/licensing/welcome.html						
Code	Course Title	Bulletin 94	Bulletin 192	Bulletin 400	Rules 46-47	Rules 2002
	Career and Technical Education – Cooperative Education					
5260	Business Cooperative Experiences (Related Instruction/On-the-Job Training)	<ul style="list-style-type: none"> Commerce 	<ul style="list-style-type: none"> Business Education 	<ul style="list-style-type: none"> Business Education with Vocational Business Endorsement 	<ul style="list-style-type: none"> Business Education with Vocational Business Endorsement 	<ul style="list-style-type: none"> Career and Technical Education: Business Services and Technology
5480	Cooperative Occupational Family and Consumer Sciences	<ul style="list-style-type: none"> Any Home Economics 	<ul style="list-style-type: none"> Any Home Economics 	<ul style="list-style-type: none"> Vocational Home Economics 	<ul style="list-style-type: none"> Consumer Homemaking Education Occupational Education 	<ul style="list-style-type: none"> Career and Technical Education: Family and Consumer Sciences
5892	Industrial Cooperative Training (Related Instruction)	No License Available	<ul style="list-style-type: none"> Local Coordinator Diversified Cooperative Education Teacher Coordinator 	<ul style="list-style-type: none"> Trade and Industrial Cooperative Teacher Coordinator 	<ul style="list-style-type: none"> ICT Endorsement Any Standard license with Trade and Industrial Education 	<ul style="list-style-type: none"> Any Career and Technical Education license with Trade and Industrial
5900	Interdisciplinary Cooperative Education (On-the-Job Training)	No License Available	<ul style="list-style-type: none"> Diversified Cooperative Education Teacher Coordinator 	<ul style="list-style-type: none"> Trade and Industrial Cooperative Teacher Coordinator Distributive Education Vocational Agriculture Vocational Business and Office Education Vocational Home Economics 	<ul style="list-style-type: none"> ICE Endorsement Any Standard Agriculture license Any Business Education with Vocational Business Any Standard Health Occupations license Any Standard Trade and Industrial license Marketing Education Occupational Education 	<ul style="list-style-type: none"> Any Career and Technical Education license with appropriate work experience
5902	Interdisciplinary Cooperative Education (Related Instruction)	No License Available	<ul style="list-style-type: none"> Local Coordinator Diversified Cooperative Education Teacher Coordinator 	<ul style="list-style-type: none"> Trade and Industrial Cooperative Teacher Coordinator Distributive Education Vocational Agriculture Vocational Business and Office Education Vocational Home Economics 	<ul style="list-style-type: none"> ICE Endorsement Any Standard Agriculture license Any Business Education with Vocational Business Any Standard Health Occupations license Any Standard Trade and Industrial license Marketing Education Occupational Education 	<ul style="list-style-type: none"> Any Career and Technical Education license with appropriate work experience
5990	Marketing Field Experience (Co-Op)	No License Available	<ul style="list-style-type: none"> Local Coordinator Diversified Cooperative Education Teacher Coordinator 	<ul style="list-style-type: none"> Distributive Education 	<ul style="list-style-type: none"> Marketing 	<ul style="list-style-type: none"> Career and Technical Education: Marketing
	Supervised Agricultural Experience (cooperative education)	<ul style="list-style-type: none"> Vocational Agriculture 	<ul style="list-style-type: none"> Vocational Agriculture 	<ul style="list-style-type: none"> Vocational Agriculture 	<ul style="list-style-type: none"> Any Standard Agriculture License Any Occupational Specialist I, II, or III in Agriculture 	<ul style="list-style-type: none"> Career and Technical Education: Agriculture

Source: <http://www.doe.in.gov/dps/licensing/assignmentcode/welcome.html>

Coordination/Accountability/Release Time

The teacher/coordinator must be given adequate time to coordinate his/her student's cooperative education experiences. The liability a school accepts by endorsing cooperative education programs without the required coordination time should be a major consideration. Quality cooperative education programs cannot exist if proper coordination does not take place. Effective coordination means more than just visiting the students' work sites. Coordination activities include but are not limited to:

- [Selecting work sites](#)
- Conferring with parents/guardians, students, and work site supervisors
- [Visiting work sites](#) to monitor student progress
- Preparing [training agreements](#) and establishing and updating [training plans](#)
- Maintaining teacher/coordinator records
- Planning and hosting employer orientation workshops
- Planning and hosting employer/student recognition events
- Developing new work site prospects
- Conducting employment surveys
- Conducting hazardous equipment surveys (511 IAC 8-2-Sec. 5-(2))
- Formulating individualized instructional strategies

The school corporation shall ensure that the student-to-teacher ratio for the program is commensurate with the particular program. [\(511 IAC 8-2 Sec. 4-\(1\)\)](#)

The release time must be at the same time the students are released for on-the-job training. [\(511 IAC 8-2 Sec. 5-\(7\)\)](#)

To ensure quality in the coordination and administration of cooperative education programs, coordination time for teachers must be provided using the following guidelines.

A minimum of 10 hours of release time per week for up to 20 students is recommended. An additional 30 minutes per student per week of release time is recommended for programs with over 20 students to allow the teacher/coordinator to complete coordination activities.

The teacher/coordinator with 20 or more students needs a minimum 2-4 week extended contract to make business/community contacts, facilitate placement of students, and develop program coordination. The teacher/coordinator performs the following duties:

- Meets with students to assist with employment preparation (résumés, reference letters, and interviewing skills)
- Conducts follow up meetings after the initial interview(s)
- Confers with existing work site supervisors to secure positions for future employment
- Secures new work sites
- Meets with parents/guardians for orientation
- Makes site visits to sign [training agreements](#) and establish [training plans](#)

The periods in the school day and the teacher/coordinator's contracts ultimately determine the number of students the teacher/coordinator can supervise. Unencumbered time (no hall duty, lunch supervision, homeroom, etc.) before and after the students' school day as well as extended day contracts can be utilized to meet coordination requirements. *These guidelines are created to protect all parties involved.*

Responsibilities of Parents/Guardians for Cooperative Education Programs

Parents/guardians should:

- Understand that career exploration/preparation is the goal of the program
- Provide guidance in career selection of career cluster/pathway
- Approve the child's involvement in the cooperative education program
- Support the policies of the program
- Sign appropriate forms for student participation in cooperative education
- Work cooperatively with teacher/coordinator and student in solving school, work, and home issues
- Give student permission to drive from school to work site or be responsible for providing transportation for the student to and from the place of employment and provide proof of auto and liability insurance. Transportation exceptions may be necessary for special population students.
- Assume general legal responsibility for the actions of the student while employed by the work site
- Provide time for conferencing with teacher/coordinator
- Become knowledgeable concerning the purposes and procedures of the [training plan](#)
- Provide encouragement and assistance to ensure the student receives the maximum benefit from the cooperative education experience

Responsibilities of Students

for Cooperative Education Programs

Students should:

- Maintain a good attendance and school performance record
- Complete and sign appropriate forms
- Comply with the [training agreement](#)
- Participate in a CTSO
- Maintain up-to-date weekly work reports and cumulative hour summaries
- Cooperate with teacher/coordinator in securing appropriate on-the-job placement
- Comply with the policies and procedures of the work site
- Notify teacher/coordinator and employer if unable to work
- Have transportation to and from the work site and proof of insurance
- Participate in employer recognition activities
- Cooperate with the work site supervisor and teacher/coordinator, engage in the work as a learning experience, observe business etiquette, and abide by safety rules
- Furnish the teacher/coordinator with requested information
- Sign waiver for specified release time associated with the cooperative education program if choosing to attend additional classes during the school day
- Demonstrate honesty, punctuality, courtesy, cooperative attitude, proper health and grooming habits, and a willingness to learn both in the related class and the work site
- Remain with the employer for the duration of the training period except by mutual agreement of all parties
- Maintain confidentiality guidelines

Responsibilities of the Teacher/Coordinator for Cooperative Education Programs

Related Classroom Instruction ([Monthly Planning Calendar in Appendix A](#))

- Organize classroom/lab for instructional activities ([511 IAC 8-2-Sec. 5-\(4\)](#))
- Explain course goals and purposes to students
- Use appropriate state standards, curriculum materials, and [CTSO](#) activities as a basis for planning instruction
- Plan instructional strategies to meet individual training needs
- Continually evaluate classroom instruction and on-the-job training to align with each student's chosen career cluster/pathway
- Select and/or develop appropriate materials for related instruction
- Provide the opportunity for students to participate in the appropriate [CTSO](#)
- Encourage and facilitate the use of technology in educational experiences of students
- Assist students in completing career portfolios

Coordination

- Visit businesses to select appropriate work sites
- Prepare [training agreements](#)
- Develop [training plans](#) with the assistance of the work site supervisor
- Develop new work site prospects
- Approve all work sites and match appropriate placements with student's career cluster/pathway
- Orient new work site supervisors
- Visit work sites two to three times per grading period to confer with training supervisors concerning student performance and progress
- Resolve any issues that may arise between the student and the work site supervisor
- Maintain student records
- Adjust training plans each grading period with the assistance of the work site coordinator
- Adjust student placements as needed
- Confer with parents/guardians, students, administrators, and work site supervisors
- Ensure that work site supervisors provide consistent, effective guidance and supervision in accordance with students' [training plans](#)
- Comply with local, state, and federal laws relating to cooperative education, safety, and employment of minors ([511 IAC 8-2-Sec. 5-\(3\)](#) and [511 IAC 8-2-Sec. 4-\(2\)](#))
- Visit work sites to observe students ([511 IAC 8-2-Sec. 5-\(7\)](#))
- Plan and attend advisory committee meetings
- Coordinate the planning of employer appreciation/student recognition events
- Conduct program evaluation surveys from current work site supervisors.

- Collect or explore employment data in the community to assist in expanding the scope of workplace experiences
- Conduct hazardous equipment surveys ([511 IAC 8-2-Sec. 5-\(2\)](#))
- Attend professional development conferences/workshops specific to CTE
- Attend community functions (Rotary, Kiwanis, Chamber of Commerce meetings, etc)

Administration

- Interview prospective students for entry into the program
- Work with guidance counselors to facilitate the proper placement of students in the proper cooperative education program
- Assist students in making other course selections related to career clusters/pathways
- Meet with students prior to the start of school to assist with employment preparation
- Confer with work site supervisors to secure positions
- Ensure that students are employed in a job directly related to their career cluster/pathway
- Provide parent/guardian orientation
- Review and complete [training agreement](#) and [training plan](#) with each student, work site supervisor, and parent/guardian
- Update [training plan](#) each grading period to broaden student experiences at the work site
- Ensure that all legal requirements have been met
- Document coordination visits and conferences with work site supervisors and students
- Maintain accurate and current coordination records
- Maintain accurate and current student files with required signatures
- Use appropriate evaluation instruments to measure student achievement of performance expectations on the job
- File [site visit reports](#) with school administration
- Submit a list of cooperative education students' names, career clusters/pathways, work sites, and job titles to your principal and workforce development education administrator(s) as requested
- Manage time effectively while balancing school and community responsibilities
- Select [advisory committee](#) members and assist with coordination of meetings

Public Relations

- Visit employers to encourage their cooperation in establishing/maintaining the cooperative education program components
- Organize participation in community and civic activities for student and teacher/coordinator
- Promote cooperative education programs through [CTSO](#) activities and community projects
- Plan employer/employee event with students during the school year to honor employers who

have provided work sites for training students

- Conduct community surveys to determine appropriate types of work sites
- Develop brochure/handbook on cooperative education programs to distribute to business, industry, and labor and school community
- Promote within the school using technology, brochures, displays, and articles in the school newspaper

Professional Development

- Keep license current
- Participate in teacher/coordinator internships when possible
- Participate in local, state, and national professional organizations
- Stay abreast of current research, developments, and technology in the professional field
- Participate in an orientation program for teacher/coordinators
- Remain current on state and federal labor laws
- Attend professional development conferences, workshops, and seminars

Program Promotion

Cooperative education programs offer real and tangible value to business, industry, and labor and the school community. Promotion of cooperative education programs in the community and at school is essential to ensure its quality and success. It is vital that the teacher/coordinator promote cooperative education programs to both internal and external audiences.

Internal Audiences

Administration:

- Invite to parent/guardian orientation meeting
- Invite to go on a site visit
- Invite for lunch in fall and spring to update on program
- Invite to participate in a class activity
- Update on student achievement
- Update on participation in [CTSO's](#)
- Invite to employer appreciation event
- Prepare an annual report

Counselors:

- Communicate regularly
- Invite for coffee break
- Invite for lunch in fall and spring to update on program
- Invite to go on a site visit
- Update on participation in [CTSO's](#)
- Prepare video for counselors to use in scheduling process

- Involve in student selection process
- Invite to employer appreciation event
- Prepare an annual report

Faculty/Staff:

- Stuff mailboxes with pencils engraved with [CTSO](#)
- Provide small treat for holiday promoting CTE programs
- Provide small treat for teacher appreciation week
- Ask for recommendations in identifying students for the program
- Arrange faculty visits to the classroom
- Inform faculty of individual student accomplishments
- Invite to employer appreciation event

Students:

- Recruit through direct mailings, brochures, posters, and bulletin boards
- Prepare newspaper releases
- Encourage student-to-student recruiting
- Showcase student work and accomplishments
- Attend graduation ceremonies of other programs within the school
- Visit classes to promote CTE programs
- Prepare announcements for public address system
- Post notices on school website

External Audiences

Business, Industry, and Labor:

- Create direct mailings, brochures, and press releases
- Make personal contacts
- Recruit [advisory committee](#) participation
- Provide recognition plaques and certificates
- Organize employer recognition event
- Present programs to civic organizations
- Recruit guest speakers
- Recruit judges for [CTSO](#) competition
- Organize student community service project

Parents/Guardians:

- Communicate through direct mailings, phone calls, brochures, and individual conferences
- Invite to open house and parent/guardian orientation

- Invite to visit the class
- Invite to assist with program activities

Document Management

Keeping accurate records is the responsibility of the teacher/coordinator. A considerable amount of data is generated in the initiation and operation of a cooperative education program. [Sample forms are located in Appendix E of this manual.](#)

Information contained in student files is subject to review by administrators, parents/guardians, and students over 18. Therefore, use careful judgment in the choice of information placed in student files. Administrators may ask coordinators to maintain [site visit records](#). This tool can aid the teacher/coordinator in documenting conversations or meetings with students and employers.

It is recommended the following records be kept for each current student:

- [Cooperative education program application](#)
- Proof of age
- [Training agreement](#)
- [Training plan](#)
- [Weekly work reports](#)
- [Cumulative wage and hour summary](#)
- [Site visit record](#)
- [Evaluations](#)
- Permission and consent forms
- Copies of work permit as required by state government (See Section IV Health Issues)
- Social security information
- Copies of health permits as required by the Indiana Department of Education
- Driver's license and car insurance information
- Waiver of student's right to release time during school day if student is employed only after school hours
- Student's job application
- Parent's/guardian's name, home/business addresses, phone numbers
- Resumé (personal data sheet)
- Career interest information
- Work site information
- Student conference records
- Pay stubs

Since the Indiana academic code indicates a one and five-year follow-up on students, [\(511 IAC 8-2 Sec. 3-\(1\)\)](#) the following records should be kept for a minimum of five (5) years:

Training agreement

Training plan

Employer Appreciation and Recognition

People like to be recognized and appreciated for the work they do. A variety of methods may be used to recognize the contribution of employers. Many cooperative education programs sponsor an employer appreciation event such as a banquet, picnic, carry-in dinner, breakfast, or luncheon.

The appreciation event is used to:

- Acquaint people with the scope of the cooperative education program
- Involve the school administration with cooperative education program relationships
- Recognize business, industry, and labor individuals and groups who have made outstanding contributions to the cooperative education program
- Recognize student leadership and achievement
- Develop pride and group spirit for those involved with cooperative education program

The most widely used professional activity for employer appreciation is the [Employer/Employee Banquet](#). This project is used more than any other single activity to create goodwill in the community. A successful Employer/Employee Banquet is the result of thorough planning and the assignment of specific responsibilities.

Planning for the Employer/Employee Banquet should follow these guidelines:

- The simplest method to finance a banquet is to assess students for the costs of the banquet, which may be paid in installments to teach budgeting and fiscal responsibility. Money for the banquet may also be earned through projects. Some programs sell a page of advertising in the local newspaper for banquet financing.
- The coordinator must assume responsibility for securing a banquet location.
- Students should preside at the banquet and perform all functions in preparation for the banquet under the supervision of the coordinator.
- A timetable should be set up early in the fall to cover the multiplicity of details. This timetable may include publicity, finance, program, and physical arrangements.
- The guest list might include employers, [advisory committee](#) members, school administrators, school board members, counselors, State Senators, State Representatives, prospective work site supervisors, and parents/guardians.
- Students should practice speeches.
- Students should create the image for the program and it must reflect proper social training.
- Students should dress appropriately.
- Students should be knowledgeable about table manners and etiquette.
- Student should be seated with employers.
- A Master of Ceremonies (student) should be carefully selected and trained. Also, an alternate should be selected and trained.
- Program activities may include the following:

- ♦ A speaker
- ♦ Musical group rather than a speaker
- ♦ Students skits, plays, talent shows, and entertainment
- ♦ Brief talks by several students or several training sponsors
- ♦ Visuals of work sites
- Use a speaker from outside the school environment. He/she should be informative as well as entertaining and should speak for about twenty (20) minutes with a message for a student audience rather than an employer audience. Suggestions for speakers include:
 - ♦ Company representatives
 - ♦ State Senators
 - ♦ [Advisory Committee](#) members
 - ♦ Local civic club representatives
 - ♦ Local elected officials
 - ♦ Graduates of cooperative education programs
- The speaker may or may not be paid. All necessary arrangements should be made, however, for the speaker. For example, the meal is provided and a student may arrange transportation.
- The speaker's biographical sketch and picture should be secured for publicity, and then submitted to the local newspaper for public relations purposes. Include the names of the students and the name and address of all the work sites in the news article.
- Present Certificates of Appreciation to all employers
- Present special awards:
 - ♦ Recognize student achievement
 - ♦ Classroom award
 - ♦ On-the-job award
 - ♦ Attitude award
 - ♦ Attainment of special certifications
 - ♦ District and state competition winners in the [CTSO's](#)
 - ♦ Induction of new officers in the [CTSO's](#)
 - ♦ Youth award winners
 - ♦ Industry recognized certifications
 - ♦ Outstanding Service Awards to individuals who made a special contribution to the program during the year

Responsibilities of Work Site Supervisors

for Cooperative Education Programs

Work site supervisors should:

- Understand the objectives of the cooperative education program
- Interview and select students for employment without regard to sex, race, color, national origin, creed, or handicapping condition
- Provide early and thorough student orientation to job duties, responsibilities, and safety
- Work with the teacher/coordinator and students in developing and maintaining a [training plan](#)
- Provide feedback to the teacher/coordinator on student performance via [site visits](#), emails, and telephone calls
- Provide adult supervision to student worker while on the job
- Complete a written evaluation provided by the teacher-coordinator for each grading period
- Provide activities that will contribute to achieving the required performance competencies
- Employ the student a minimum of 15 hours per week during the school year
- Adhere to all federal and state child labor laws and regulations

Section III:



Advisory Committees

Advisory Committees

Overview

A local advisory committee is a group of people from the workforce whose purpose is to assist and advise educators on establishing, maintaining, and improving CTE programs, which prepare all students for their chosen career pathway.

The purpose of the advisory committee is to assist a CTE program for which the committee member was selected to serve. Assistance is given to the instructor and/or students through discussions, investigations, interactions, promotions, and recommendations. An effective advisory committee fulfills its primary purpose by providing ongoing evaluation, consultation, and research on programs and curriculum. The committee also serves as a resource regarding new and current technologies being used in the work place. The advisory committee must operate under published, reviewed policies and procedures including an up-to-date constitution and bylaws.

The term “**advisory**” means to **help** and to **assist** rather than to administer or to establish policy. The teacher uses recommendations made by the committee to design, develop, operate, assess, and support the CTE program.

The school corporation shall insure that an advisory committee is organized and functioning with meetings conducted each school year: 1) for the total vocational program in the school corporation; and, 2) for each vocational program within the school corporation. [511 IAC 8-2-7](#)

Benefits

Effective use of the advisory committee can provide benefits not only to the instructional program, student, and teacher but also to schools, community, business, industry, and labor. These benefits include:

- Community gains a better understanding of the CTE program through the involvement of committee members with the educational program.
- Relevant program reflects the needs of the community.
- Committee members assist teachers in updating knowledge and skills by sharing new ideas and information.
- Employability of students in the community is enhanced.
- Sites are established for training, job placement, and community and on-the-job mentors.
- Community develops a greater sense of responsibility toward education.
- Experiences are provided that allow students to obtain knowledge and develop skills that meet industry requirements.
- Representatives from business-industry-labor come in contact with individuals who are potential employees and who use their products and services.

Advisory Committee Membership

- The committee should include a minimum of five (5) members from business, industry, and labor selected by the teacher-coordinator. Additional members may include teacher/ coordinator, guidance counselor, administrator, parent/guardian, etc. However, the additional members may not be included as the minimum of five from business, industry, and labor. The additional members should constitute less than 50 percent of the total committee members.
- The committee should include target groups such as employers, employees, representatives of consumers’ interests, former students, advocates for students or persons with disabilities,

guidance counselors, and a parent/guardian, with both genders and minorities represented.

- Members may be appointed for a one-year term or multi-years up to three, with one-third being replaced each year. Members may be re-appointed for an additional three-year term if appropriate.
- The chairperson, vice-chair, and secretary are elected by a vote of the committee members. These positions should be filled by the business, industry, and labor members and not by the teacher-coordinator.

Roles Of Advisory Committee Members And Officers

Committee Chairperson:

The chairperson will be elected directly into the position, or the vice chair may be elected to serve as the next chairperson. The chairperson will be a representative from business, industry, or labor and be sensitive to the views of the members as well as maintaining a focus on the CTE program objectives. In addition, he/she should act as the liaison between the school and the community and maintain a close working relationship with members of the committee, including the teacher/coordinator.

Recommended responsibilities include:

- Representatives from business, industry, and/or labor come in contact with individuals who are potential employees and who use their products and services.
- Plan the meeting agenda in cooperation with the teacher/coordinator
- Establish meeting dates
- Preside over all meetings, leading discussions, and bring closure on key points
- Plan committee activities and provide sufficient background information when needed
- Appoint special committees as the need arises, which may include persons other than committee members
- Arrange for special presentations
- Maintain personal contacts with other advisory committee members and school personnel

The chairperson should avoid:

- Acting as the final authority on all subjects
- Putting pressure on the group to agree with his/her own personal views
- Chairing subcommittees
- Discussing questions or issues that are not relevant to the purpose of the committee

Committee Vice-Chairperson:

The vice-chairperson is elected by the committee to work closely with the chairperson and be ready to take over the duties of the chairperson in his/her absence. The vice chair may be elected to serve as the next chairperson following a set time as vice chairperson.

Recommended responsibilities include:

- Perform specific tasks assigned by the chairperson
- Remain informed of all aspects of the committee
- Serve as the leader for many of the committee's activities

Secretary:

The secretary is elected by the committee and maintains a close relationship with the chairperson and teacher/coordinator.

The responsibilities of the secretary are:

- Notify members and guests of meeting time/location
- Take minutes at each meeting and prepare them for distribution
- Keep a record of attendance of all committee members
- Obtain signatures of the secretary, the chairperson, and the teacher/coordinator for all meeting minutes
- Send copies of the minutes to the Director of CTE and the teacher/coordinator for their files.
- Distribute minutes of Committee meetings and copies of other Committee documents to committee members
- Maintain a permanent record file of Advisory Committee activities

Committee Members:

- Be an active participant of the group
- Serve as a liaison between the CTE program and community
- Bring new ideas and opinions to committee discussions
- Serve on special committees as the need arises

Teacher/Coordinator:

The teacher/coordinator serves as a liaison among the CTE program, advisory committee, community, and school. He/she assists the committee officers as needed and helps to establish a program of work for the year.

The responsibilities of the teacher/coordinator are:

- Act as liaison between committee and administration
- Maintain committee focus on the CTE program or work and objectives
- Serve on special committees as the need arises
- Approve all announcements, notices, and other correspondence sent to committee members and school personnel
- Coordinate arrangements for meeting location
- Approve all correspondence sent to committee and administration
- Provide statistical information about the school and prepare progress reports
- Accompany the committee chairperson to visit school personnel and explain committee actions

Meetings

- The advisory committee will meet a minimum of 2-3 times annually but may meet as often as necessary to accomplish the program of work.
- Meetings are usually held at the school but may be held at any convenient location.
- All advisory committee members are to be notified about all meetings.
- Meetings should be scheduled at the convenience of the business, industry, and labor committee members and not school staff. Meetings may be held early morning for a breakfast or at any other time convenient to the business, industry, and labor advisory committee members.
- Meetings may not be held as individual telephone conversations or individual visits by the teacher-coordinator.

Minutes:

- The secretary should keep detailed minutes of the meeting.
- Minutes should be typed and distributed within two weeks of the meeting.
- Copies should be emailed to all committee members and appropriate school administrators including the Director of CTE.
- Minutes should be kept on file by teacher/coordinators for five years.
- The chairperson should prepare an agenda for the meeting outlining the topics to be discussed and notify members at least one (1) month in advance with a reminder one (1) week in advance. The teacher/coordinator should contact the chairperson to add any items to the meeting agenda.
- At the first meeting: The teacher/coordinator should explain the purpose of the advisory committee. A committee chairperson, vice-chairperson and secretary are elected.
- It is important to follow the agenda and time schedule.

Advisory Committee Activity Suggestions

Curriculum Development:

- Review curriculum materials for state-of-the-art content
- Identify content standards and performance expectations
- Identify employability skills
- Review textbooks and other instructional material
- Encourage project-based and/or problem-based learning in the classroom
- Assist with development and/or revision of career pathways, which are included as part of the 16 career clusters
- Provide suggestions for academic integration as it relates to the career pathway
- Review assessment practices
- Recommend possible occupational resources to strengthen classroom instruction
- Evaluate/Recommend realistic safety policies

Public Relations:

- Suggest effective media coverage
- Assist with CTE publicity
- Recognize outstanding CTE educators
- Recognize outstanding CTE students
- Support programs during public and special events
- Present to civic and community groups
- Provide classroom speakers from business and industry

- Provide tours and field trip experiences
- Secure additional funding and donations for materials, equipment, and professional development

Job Placement:

- Provide training opportunities for students
- Provide full and part-time employment opportunities to CTE graduates
- Coordinate potential employment opportunities with other employers
- Conduct occupational surveys and employment forecasts

Recruiting:

- Assist in recruiting new students
- Assist in recruiting new Advisory Committee members
- Assist in recruiting teachers

In-service Training:

- Provide summer internship experiences for teachers to encourage relevant instruction in the classroom
- Provide in-service activities for the teacher on new and emerging technologies and processes
- Provide training seminars for students on new and emerging technologies, processes, and employability skills
- Support departments in sending teachers to professional meetings and conferences

Leadership Activities:

- Judge competitive events developed by recognized CTSOs
- Gather contributions of equipment/supplies for the events and awards
- Sponsor and recognize student activities and leadership events

Legislative:

- Provide tours for legislators through the CTE training facilities
- Communicate with legislators about the benefits of CTE for students and the community, as well as program needs
- Stay current on new legislation

Program Evaluation:

- Review goals/objectives of the CTE program
- Examine outcomes relating to quality and quantity of graduates and job placement
- Participate on program evaluation teams
- Assure that program curriculum is up-to-date
- Assure that facilities, equipment, and technology are up-to-date

General Guidelines for Operation of an Advisory Committee

Do:

- Choose business, industry, and labor members who will play an active role
- Define the role of the members and review and revise frequently
- Develop [by-laws](#)
- Develop a [Program of Work](#)
- Create a plan to engage business, industry, and labor members as active participants of

advisory committee and your cooperative education program

- Reach a consensus on matters brought before the committee
- Address recommendations promptly and report actions at next meeting
- Recognize contributions of all members

Do Not:

- Have the committee serve as a “rubber stamp”
- Vote on school policy matters
- Ask for advice on matters requiring extensive investigation
- Ask the committee to make administrative decisions
- Ask the committee to resolve problems; request advice instead
- Phone for opinions rather than hold meetings

Sample of an Advisory Committee's Program of Work

The following sample outline might serve as a guide in developing an annual program of work. The committee as a whole should provide input into the development of the program of work. The program of work should take into account community time frames and events and should retain some flexibility for issues which arise throughout the year.

Month	Objective/Activity
Sept./Oct.	<p>The committee will be organized to function on a continuing basis.</p> <ul style="list-style-type: none"> • Develop organization and policies for operating the committee • Elect officers <p>The members of the committee will become familiar with the instructional program.</p> <ul style="list-style-type: none"> • Identify the existing goals of the program • Act as consultants • Review the program: <ul style="list-style-type: none"> ♦ tour/review of facilities and equipment ♦ current school and program enrollment ♦ related instruction (classroom component) ♦ co-op work sites (review, suggestions) ♦ career clusters/pathways ♦ CTSOs
Nov./Dec.	<p>The committee will assist with the development of short- and long-range goals for the program.</p> <ul style="list-style-type: none"> • Encourage communication among school, community, and economic development leaders • Update curriculum based on current employment trends • Strengthen adult and community education linkages • Determine long-range employment trends
Jan./Feb.	<p>The committee will assist with public relations and student leadership activities.</p> <ul style="list-style-type: none"> • Participate in national CTE Month activities • Gather information on current local employment needs and projections • Create an awareness of CTE programs and their value • Assist CTSOs in judging at the district and state competition • Assist students who need financial help in attending CTE state conferences
March/April/May	<p>The committee will prepare an annual report of the program of work and set goals for the next year.</p> <ul style="list-style-type: none"> • Review major activities and accomplishments for the current year • Conduct a program review • Set goals for next school year • Review graduate and placement statistics and services

Sample Agenda—First Meeting

1. Welcome and opening remarks by school personnel
2. Introduction of members
3. Purpose and role of the committee
4. Basic school information
5. The nature and objectives of the specific CTEI program
6. Organization of the committee
 - Selection of chairperson, vice chairperson, and secretary
 - Selection of dates and times for meetings
 - Appoint bylaw committee to establish bylaws
7. Tour program facility
8. Other Items to be addressed
9. Adjournment

Sample Agenda—Future Meetings

- I. Call to Order
- II. Approval of Minutes
- III. Old Business
- IV. Reports
- V. New Business
- VI. Plans for Next Meeting
- VII. Other Items
- VIII. Adjournment

Sample Format—Minutes

Date: _____ Place: _____ Time: _____

Members Present:

Members Absent:

Others Present:

Minutes:

The chairperson, (name), opened the meeting and called for the reading of the minutes of the previous meeting.

Old Business Items:

Special Reports:

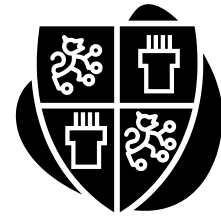
New Business Items:

Plans for Next Meeting:

Other Items Discussed:

The meeting adjourned at _____.

Sample Letter



CAREER AND TECHNICAL EDUCATION DEPARTMENT
LINCOLN HIGH SCHOOL
EAST PARKWAY DRIVE
CAMBRIDGE CITY, INDIANA 47327

PHONE: 812-555-1212 EXT. 4000

September 1, 200_

Mr. David Clements
Tomay and Company, Inc.
1543 West School Street
Cambridge City, IN 47327

Dear Mr. Clements

You have been recommended as a possible candidate to serve on the Advisory Committee for the Interdisciplinary Cooperative Education Program at Lincoln High School.

This advisory committee meets 2-3 times each year for two hours in the morning or evening. The committee membership is listed on the enclosed sheet. Also enclosed is a Handbook for Advisory Committee Members. This booklet helps explain the purposes of an advisory committee and the responsibilities of an advisory committee member.

If you have any questions after reading through the enclosed materials, please call me. I will try to answer any questions you may have. Our first meeting is scheduled for Tuesday, September 29 at 7 p.m. in Room 11 at Lincoln High School.

I hope you will agree to serve on this advisory committee. I feel that you will be a great asset to the committee and that you have much to offer to the career and technical education program. Please contact me to confirm your interest in serving on our advisory committee.

Sincerely

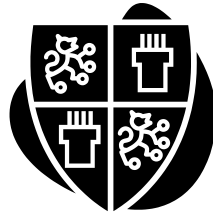
Sharon Blue

Sharon Blue
Department Chair

Enclosures

Sample Letter of Regular Advisory Committee Meeting

CAREER AND TECHNICAL EDUCATION DEPARTMENT



LINCOLN HIGH SCHOOL
EAST PARKWAY DRIVE
CAMBRIDGE CITY, INDIANA 47327

PHONE: 812-555-1212 EXT. 4000

January 15, 200_

Mr. David Clements
Tomay and Company, Inc.
1543 West School Street
Cambridge City, IN 47327

Dear Mr. Clements

The next meeting of the Lincoln High School Interdisciplinary Cooperative Education Program advisory committee will be Tuesday, February 5 at 7 p.m.

This meeting will be held in the Board of Directors Room at the Insurance Company of North America, 812 North Seventh Avenue, Richmond. Sarah Stone, assistant human relations director of INA, will be waiting for us at the North Seventh Avenue entrance at 6:45 p.m. Following a short business meeting, Sarah will give us a tour of their new wireless computer information center.

If you cannot attend this meeting, please notify me immediately.

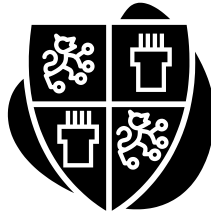
Sincerely

Sharon Blue

Sharon Blue
Department Chair

Sample Letter of Appreciation for Advisory Committee Service

CAREER AND TECHNICAL EDUCATION DEPARTMENT



LINCOLN HIGH SCHOOL
EAST PARKWAY DRIVE
CAMBRIDGE CITY, INDIANA 47327

PHONE: 812-555-1212 EXT. 4000

June 1, 200_

Mr. David Clements
Tomay and Company, Inc.
1543 West School Street
Cambridge City, IN 47327

Dear Mr. Clements

It has been such a pleasure working with you on the Lincoln High School Career and Technical Education Interdisciplinary Cooperative Education Program Advisory Committee this year. Thank you so much for all of your help.

We appreciated your ideas, expertise, and opinions on all the topics we discussed this year. Your involvement has greatly benefited the continuing development of our programs. The students and I are most grateful.

We hope that you will agree to continue serving on our advisory committee for next year.

Sincerely

Sharon Blue

Sharon Blue
Department Chair

Sample Advisory Committee Bylaws

By-Laws of the _____ High School
Cooperative Education Advisory Committee

Article I

Name

This group shall hereafter be known as the _____ High School Cooperative Education Advisory Committee.

Article II

Purpose

- Section 1. The purpose of this advisory committee is to advise, not to develop policy, and may include the following activities:
- Advise on revision or stated goals and objectives of the cooperative education program
 - Determine the needs of business, industry or labor which are directly related to the specific cooperative education program
 - Evaluate the program and review its relation to the career clusters/pathways
 - Help develop a program that better relates to the need of business, industry, and labor
 - Assist in those activities which will lead toward program improvement
 - Offer recommendations to improve the facilities, instructional materials and/or equipment
 - Evaluate annual progress made toward goals and stated objectives
 - Serve as a liaison among the school, the community and business, industry, and labor
 - Other responsibilities as specifically requested by the program and agreed upon by the committee.

- Section 2. This program advisory committee shall limit the scope of its recommendations to those businesses and industries directly related to the specific program it serves.

Article III

Membership

- Section 1. Members are selected by the program's teacher-coordinator and appointed to represent a cross section of business, industry, and labor served by the program.

- Section 2. The committee will/shall have five members from business, industry, and labor with additional members that may include teacher/coordinators, guidance counselor, administrator, parent/guardian, etc. Appointment of a business, industry, and labor advisory committee member shall be for three years except when the appointment is to fill an unexpired term; therefore, one-third of the total membership shall be appointed each year. The advisory committee will have a minimum of _____ members.

Section 3. The term of the new members will begin on July 1 of each year.

Section 4. The advisory committee may suggest names of prospective members to the teacher/coordinator.

Section 5. Although not members of the advisory committee, other selected officials and guests may be present at each meeting to receive the advice of the committee.

Section 6. The teacher/coordinator will be present at each meeting.

Article IV

Meetings

Section 1. Regular meetings of the advisory committee will be established by agreement of committee members and the teacher/coordinator with a minimum of 2-3 meetings annually.

Section 2. Written notices of each committee meeting and the agenda for that meeting will be prepared by the teacher/coordinator and distributed to members at least one week before the scheduled meeting.

Section 3. The agenda for the meeting shall be prepared by the chairperson and appropriate CTE teacher/coordinator.

Article V

Election of Officers

Section 1. The officers shall be a chairperson, vice chairperson, and secretary elected from the business, industry, and labor membership.

Section 2. The officers shall be elected annually by a majority vote of those present at the Spring/Summer meeting. A quorum must be present for the election to take place.

Section 3. The chairperson shall be elected from among those members who have served on the committee at least one (1) year except for the first chairperson elected under these By-Laws.

Article VI

Duties of Officers

Section 1. The duties of the chairperson shall be to:

- a. Preside at meetings of the advisory committee
- a. Appoint special committees which may include persons other than committee members
- b. Prepare the agenda items and materials needed for the meeting in cooperation with the teacher/coordinator and submit them to the secretary
- c. Break a tie vote

Section 2. The duties of the vice chairperson shall be to:

- a. Preside at the meetings of the advisory committee when the chairperson cannot be present or cannot preside
- b. Chair the annual Program Evaluation Sub-Committee

Section 3. The duties of the elected secretary shall be to:

- a. Record minutes at all meetings (or verify minutes taken by the appointed secretary)
- b. Distribute minutes to all committee members with the agenda for the next meeting
- c. Assume responsibility for all requested correspondence of the committee
- d. Keep records and attendance of members at meeting

Article VII

Sub-Committees

(Optional)

Section 1. Standing Committees are those with responsibilities which are expected to continue from year-to-year, and which will need continuing effort. These include:

- a. The Program Evaluation Sub-Committee, headed by the Vice Chairperson of the Advisory Committee and including two other members. Membership needs to include a first, second, and third year committee member when possible.
- b. The Public Relations Sub-Committee should include at least two members (co-chairs); if more members serve, then a chair needs to be selected by the teacher/coordinator.
- c. The Bylaws Sub-Committee shall annually review the Bylaws and revise if needed. It shall be composed of at least two (2) members elected from the committee and the Chair who shall serve as chair for the sub-committee also. The teacher/coordinator shall serve as an ex-officio member with voting privileges.

Section 2. Special Committees are those with specific tasks that are expected to be completed within a specified period of time.

Section IV:



Related Class

Related Class Component

Students shall pass both the related class component and the on-the-job experience in order to receive credit in the cooperative education program. Students participating in cooperative education earn academic credit based upon the number of minutes spent in the related class. (See Section V for information regarding the On-The-Job Training component.)

Indiana Definition of Credit

For students entering high school in 2000-01 School Year and After

"Credit" means a minimum of two hundred fifty (250) minutes of instruction per week for one (1) semester except in the case of basic physical education. (511 IAC 6-7 Sec.1-D)

Indiana Definition of Credit

For students entering high school in 2006-07 School Year and After

511 IAC 6-7.1-1

(d) "Credit" means satisfactory completion of a course that meets the following requirements:

- (1) The course is an approved course under 511 IAC 6.1-5.1.
- (2) The course is consistent with Indiana academic standards.
- (3) The course includes:

- (A) a minimum of two hundred fifty (250) minutes of instruction per week for one (1) semester for a school operating on a traditional schedule;
- (B) a minimum of eighty-five (85) minutes of instruction per class period, exclusive of passing time, for a school operating on a block schedule; or
- (C) a minimum of seventy (70) minutes of instruction per class period, exclusive of passing time, for a school trimester schedule. Multiple credit may not be awarded for the same course unless the approved course description permits multiple credits to be awarded.

Any deviation from the Indiana Administrative Code requires a waiver from the Indiana Department of Education.

Noted below is a sample of various school schedules:

Schedules	Minimum Required Related Class Component Minutes	Credit Per Term
Traditional 7-period day	250 min/week	1
Block 4—85 min/period	213 min/week*	1
Block 8—85 min/period	213 min (avg.)/wk*	1
Trimester—70 min/period	See option below*	1

Option for Trimester

Offer the cooperative education program for all three trimesters. The related class will meet for the entire period for one trimester and ½ of the period for 2 trimesters. In the trimesters in which the related class meets for ½ of the period the student will receive ½ credit per trimester. The student will use the additional time as part of his/her work release hours. Thus, the student

would receive 1.5 credits per trimester for work release and ½ credit for the related class component.

*All of the options with an asterisk require a waiver from the Indiana Department of Education.

Recommended Outline of General Related Instruction

Cooperative Education Programs

State of Indiana

The following outline may be used as a guide in developing units of instruction and/or cooperative related projects, which are common to cooperative education programs. The technical or occupational related instruction is specific to the career area.

This outline is not an all inclusive list of curricular units but may vary based on students' prior knowledge.

For purposes of organization, the units are listed in alphabetical order and not in sequential teaching order. (See [Appendix A](#) for syllabus samples)

- | | |
|------------------------------------|---------------------------------------|
| I. Career Planning | VI. Human Relations |
| A. Workplace Trends | A. Ethical Behavior |
| B. Career Pathways | B. Team Work |
| C. Goals | C. Diversity |
| D. Decision Making | |
| E. Career Plan | VII. Life Skills |
| | A. Financial Management |
| II. Communication | B. Legal Issues |
| | C. Self-Learning |
| III. Computation | D. Self-Management |
| | |
| IV. Economics | VIII. Safety/Wellness |
| | A. Safety |
| V. Employment | B. Health |
| A. Career Portfolio | C. Wellness |
| B. Computer Skills | |

[SCANS Foundation Skills](#) and [SCANS Skill Competencies](#) are to be incorporated into all aspects of the general related class.

Cooperative Education Related Class Standards

This section contains the content standards and performance expectations for the related class instruction for students enrolled in cooperative education programs. These content standards and performance expectations represent what students should know and be able to do after completing the cooperative education related class. The concepts, skills, and attitudes basic to occupational competence are taught as principles in school and tested on-the-job.

Various topics should be integrated throughout the curriculum both in the classroom and on the job.

CO-OP 1 Career Planning

CO-OP 1.1 Content Standard: Students understand the process involved in planning a career.

Performance Expectations

- CO-OP 1.1.1** Identify workplace trends
- CO-OP 1.1.2** Research career pathways related to field of interest
- CO-OP 1.1.3** Establish career goals
- CO-OP 1.1.4** Demonstrate the decision making process
- CO-OP 1.1.5** Create a career plan

CO-OP 2 Communication

CO-OP 2.1 Content Standard: Students demonstrate proficiency in communication skills.

Performance Expectations

- CO-OP 2.1.1** Select and use appropriate technological communication
- CO-OP 2.1.2** Identify and demonstrate verbal and non-verbal communication in the classroom and workplace
- CO-OP 2.1.3** Demonstrate listening, reading, speaking, and writing on the job and in the classroom

CO-OP 3 Computation

CO-OP 3.1 Content Standard: Students show proficiency in computation and problem solving.

Performance Expectations

- CO-OP 3.1.1** Demonstrate basic mathematical operations
- CO-OP 3.1.2** Solve problems using algebraic methods
- CO-OP 3.1.3** Select and use appropriate standards of measure
- CO-OP 3.1.4** Apply basic statistical procedures
- CO-OP 3.1.5** Apply the problem-solving model

CO-OP 4 Economics

CO-OP 4.1 Content Standard: Students understand basic economic concepts.

Performance Expectations

- CO-OP 4.1.1** Define supply and demand
- CO-OP 4.1.2** Identify factors that cause changes in market supply and demand
- CO-OP 4.1.3** Analyze the risks/rewards of entrepreneurship

CO-OP 5 Employment

CO-OP 5.1 Content Standard: Students demonstrate knowledge of employment strategies.

Performance Expectations

CO-OP 5.1.1 Prepare a career portfolio

CO-OP 5.1.2 Demonstrate interviewing skills

CO-OP 5.2 Content Standard: Students show proficiency in using computer software.

Performance Expectations

CO-OP 5.2.1 Select and use appropriate software

CO-OP 5.2.2 Utilize industry-specific software

CO-OP 6 Human Relations

CO-OP 6.1 Content Standard: Students understand and apply the personal qualities that affect success.

Performance Expectations

CO-OP 6.1.1 Demonstrate appropriate appearance for various occasions

CO-OP 6.1.2 Utilize appropriate etiquette for various occasions

CO-OP 6.1.3 Distinguish between ethical and non-ethical behaviors

CO-OP 6.1.4 Evaluate feedback to improve job performance

CO-OP 6.1.5 Demonstrate a positive customer/client attitude

CO-OP 6.2 Content Standard: Students understand the importance of group dynamics.

Performance Expectations

CO-OP 6.2.1 Identify issues between employers and employees

CO-OP 6.2.2 Explain procedures to take against sexual harassment

CO-OP 6.2.3 Apply effective team and leadership skills

CO-OP 6.3 Content Standard: Students understand diversity.

Performance Expectations

CO-OP 6.3.1 Identify the benefits of diversity in the workplace

CO-OP 6.3.2 Describe examples of discrimination forbidden by law

CO-OP 6.3.3 Identify laws that prohibit discrimination

CO-OP 7 Life Skills

CO-OP 7.1 Content Standard: Students show proficiency in financial management.

Performance Expectations

CO-OP 7.1.1 Apply decision making in on-the-job and personal financial management

CO-OP 7.1.2 Demonstrate use of financial services

CO-OP 7.2 Content Standard: Students understand employee/employer legal rights.

Performance Expectations

CO-OP 7.2.1 Explain the responsibilities of an employee

CO-OP 7.2.2 Describe the major parts of a legal contract

CO-OP 7.2.3 Explain laws in the workplace that protect the worker

CO-OP 7.3 Content Standard: Students understand opportunities for self-learning.

Performance Expectations

CO-OP 7.3.1 Describe continuing education programs in your community

CO-OP 7.3.2 Identify community programs designed to assist families

CO-OP 7.3.3 Outline methods of upgrading workplace skills

CO-OP 7.4 Content Standard: Students demonstrate self-management.

Performance Expectations

CO-OP 7.4.1 Describe strategies for balancing work roles and family responsibilities

CO-OP 7.4.2 Develop strategies for improving time management

CO-OP 7.4.3 Identify opportunities to work from home

CO-OP 8 [Safety/Wellness](#)

CO-OP 8.1 Content Standard: Students understand safety practices.

Performance Expectations

CO-OP 8.1.1 Identify causes of accidents and apply safety procedures to prevent accidents

CO-OP 8.1.2 Describe how costs of accidents affect workers, employers, and the economy

CO-OP 8.1.3 Identify governmental agencies that protect people's health and safety

CO-OP 8.2 Content Standard: Students understand ways to maintain good health/wellness.

Performance Expectations

CO-OP 8.2.1 Explain the guidelines needed to stay physically healthy

CO-OP 8.2.2 Assess stress factors in the workplace and at home

CO-OP 8.2.3 Apply the principles of anger management

Note: [Sample of course syllabi may be found in Appendix A](#)

Indiana's Academic Standards Integrated into Cooperative Education Programs

The following is a listing of Indiana Academic Standards that have been integrated into the cooperative education program related class instruction and/or on-the-job training through various projects and activities. This is not an all-inclusive list.

English/Language Arts

Standard 2

Reading: Comprehension and Analysis of Nonfiction and Informational Text

Students read and understand grade-level-appropriate material.

Analysis of Grade-Level-Appropriate Text

12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others.

Example: Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety.

Standard 4

Writing: Processes and Features

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing and revising).

Organization and Focus

12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

12.4.4 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

12.4.6 Use language in creative and vivid ways to establish a specific tone.

Research Process and Technology

12.4.7 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.

12.4.8 Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.

12.4.9 Use technology for all aspects of creating, revising, editing and publishing.

Evaluation and Revision

12.4.10 Accumulate, review and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.

12.4.11 Revise, edit and proofread one's own writing, as well as that of others, using an editing checklist.

12.4.12 Further develop unique writing style and voice, improve sentence variety and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience and form of writing.

Standard 5

Writing: Applications (Different Types of Writing and Their Characteristics)

At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and résumés; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

12.5.5 Write job applications and résumés that:

- Provide clear and purposeful information and address the intended audience appropriately.
- Use varied levels, patterns and types of language to achieve intended effects and aid comprehension.
- Modify the tone to fit the purpose and audience.
- Follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.

Example: Respond to a classified advertisement for a position in a field of interest or complete an application for college. Include a résumé and a detailed cover letter, outlining your skills and their match to the requirements of the position or the school.

12.5.7 Use precise technical or scientific language when appropriate for topic and audience.

Example: Use the vocabulary of a particular trade, profession, or group only when writing for that specific audience.

12.5.8 Deliver multimedia presentations that:

- Combine text, images and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet and electronic media-generated images.
- Select an appropriate medium for each element of the presentation.
- Use the selected media skillfully, editing appropriately and monitoring for quality.
- Test the audience's response and revise the presentation accordingly.

Example: Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.

Standard 6

Writing: English Language Conventions

Students write using Standard English conventions.

12.6.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.

12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.

- 12.6.3 Apply appropriate manuscript conventions in writing-including title page presentation, pagination, spacing and margins-and integration of source and support material, by citing sources within the text, using direct quotations and paraphrasing.

Standard 7

Listening and Speaking: Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Organization and Delivery of Oral Communication

- 12.7.4 Use logical (*ad hominem*: arguing from a personal perspective; *ad populum*: appealing to the people), ethical, and emotional appeals that enhance a specific tone and purpose.**
- 12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity and technical language for specificity.
- 12.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- 12.7.9 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).
- 12.7.16 Deliver reflective presentations that:
- explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.
 - maintain a balance between describing the incident and relating it to more general, abstract ideas.

Source: *Indiana's Academic Standards 12th Grade English/Language Arts*, Indiana Department of Education, June 2006.

Algebra I

Standard 9

Mathematical Reasoning and Problem Solving

Students use a variety of strategies to solve problems.

A1.9.1 Use a variety of problem solving strategies, such as drawing a diagram, making a chart, guess-and-check, solving a simpler problem, writing an equation and working backwards.

Example: Fran has scored 16, 23, and 30 points in her last three games. How many points must she score in the next game so that her four-game average does not fall below 20 points?

A1.9.2 Decide whether a solution is reasonable in the context of the original situation.

Example: John says the answer to the problem in the first example is 10 points. Is his answer reasonable? Why or why not?

Source: *Indiana's Academic Standards Algebra I*, Indiana Department of Education, August 2006.

Algebra II

Standard 6

Algebraic Fractions

Students use negative and fractional exponents. They simplify algebraic fractions and solve equations involving algebraic fractions. They solve problems of direct, inverse, and joint variation.

A2.6.2 Add, subtract, multiply, divide, and simplify algebraic fractions.

Example: Simplify $\frac{x^2-4}{x^5} \div \frac{x^3-8}{x^8}$.

A2.6.5 Solve word problems involving fractional equations.

Example: Two students, working independently, can complete a particular job in 20 minutes and 30 minutes, respectively. How long will it take to complete the job if they work together?

Standard 9

Counting Principles and Probability

Students use fundamental counting principles to compute combinations, permutations, and probabilities.

A2.9.1 Understand and apply counting principles to compute combinations and permutations.

Example: There are five students who work in a bookshop. If the bookshop needs three people to operate, how many days straight could the bookstore operate without the same group of students working twice?

Standard 10
Mathematical Reasoning and Problem Solving

Students use a variety of strategies to solve problems.

A2.10.1 Use a variety of problem solving strategies, such as drawing a diagram, guess-and-check, solving a simpler problem, writing an equation, and working backwards.

Example: The swimming pool at Roanoke Park is 24 feet long and 18 feet wide. The park district has determined that they have enough money to put a walkway of uniform width, with a maximum area of 288 square feet, around the pool. How could you find the maximum width of a new walkway?

A2.10.2 Decide whether a solution is reasonable in the context of the original situation.

Example: John says the answer to the problem in the first example is 20 feet. Is that reasonable?

Source: *Indiana's Academic Standards Algebra II*, Indiana Department of Education, August 2006.

Social Studies

Economics

Standard 1

Scarcity and Economics Reasoning

Students will understand that productive resources are limited; therefore, people, institutions and governments cannot have all the goods and services they want. As a result, people, institutions and governments must choose some things and give up others.

E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. (Geography)

E.1.2 Explain how consumers and producers confront the condition of scarcity by making choices which involve opportunity, costs and tradeoffs.

E.1.3 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.

E.1.4 Describe how people respond predictably to positive and negative incentives.

Standard 2

Supply and Demand

Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

E.2.1 Define supply and demand.

E.2.2 Identify factors that cause changes in market supply and demand.

E.2.9 Demonstrate how government wages and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (Government)

Standard 3

Market Structures

Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.

E.3.1 Compare and contrast the following forms of business organizations: sole proprietorships, partnerships and corporations.

E.3.3 Recognize that economic institutions, such as labor unions, nonprofit organizations and cooperatives, evolve in market economies to help members and clients accomplish their goals. (Government; Individuals, Society and Culture)

Standard 4

The Role of Government

Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures.

- E.4.5 Explore the ways that tax revenue is used in the community. (Government)
- E.4.6 Identify taxes paid by students. (Government)
- E.4.7 Define progressive, proportional and regressive taxation. (Government)
- E.4.8 Determine whether different types of taxes (including income, sales and social security) are progressive, proportional, or regressive. (Government)

Standard 6

Money and the Role of Financial Institutions

Students will understand the role of money and financial institutions in a market economy.

- E.6.4 Explain how interest rates act as an incentive for savers and borrowers.
- E.6.6 Compare and contrast credit, savings and investment services available to the consumer from financial institutions.
- E.6.8 Research and monitor financial investments, such as stocks, bonds and mutual funds.
- E.6.9 Analyze the difference in borrowing costs using various rates of interest when purchasing a major item, such as a car or house.
- E.6.10 Formulate a savings or financial investment plan for a future goal.

Source: *Indiana's Academic Standards Economics*, Indiana Department of Education, October 2007.

SCANS Skill Competencies

The following is a description of the performance-based skills established by the United States Department of Labor Secretary's Commission on Achieving Necessary Skills. SCANS competencies are built around a three-part foundation of basic skills, thinking skills, and personal qualities that together reflect the skills necessary for the changing workplace. They also include resources, interpersonal, information, systems, and technology. <http://wdr.doleta.gov/SCANS/>

Resources: Identifies, organizes, plans and allocates resources

- A. Time—selects goal-relevant activities, ranks them, allocates time and prepares and follows schedules.
- B. Money—uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives
- C. Material and Facilities—acquires, stores, allocates and uses materials or space efficiently
- D. Human Resources—assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- A. Participates as a Member of a Team—contributes to group effort
- B. Teaches Others New Skills
- C. Serves Clients/Customers—works to satisfy customers' expectations
- D. Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. Negotiates—works toward agreements involving exchange of resources, resolves divergent interests
- F. Works with Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

- A. Understands Systems—knows how social, organizational and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

Technology: Works with a variety of technologies

- A. Selects Technology—chooses procedures, tools, or equipment including computers and related technologies
- B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

SCANS Foundation Skills

A. Basic Skills <http://wdr.doleta.gov/SCANS/>

Reading—Locates, understands and interprets written information in prose and documents, including manuals, graphs and schedules, to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style and plausibility of reports, proposals, or theories of other writers.

Writing—Communicates thoughts, ideas, information and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs and flow charts with the language, style, organization and format appropriate to the subject matter, purpose and audience; includes, where appropriate, supporting documentation and attends to level of detail; and checks, edits and revises for correct information, appropriate emphasis, form, grammar, spelling and punctuation.

Arithmetic—Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams and charts to obtain or convey quantitative information.

Mathematics—Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening—Receives, attends to, interprets and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose—for example, to comprehend, learn critically, evaluate, appreciate, or support the speaker.

Speaking—Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language in a way appropriate in style, tone and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback and ask questions when needed.

B. Thinking Skills

Creative Thinking—Generates new ideas by making nonlinear or unusual connections, changing or reshaping goals and imagining new possibilities; and uses imagination freely, combining ideas or information in new ways, making connections between seemingly unrelated ideas and reshaping goals in ways that reveal new possibilities.

Decision Making—Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

Problem Solving—Recognizes that a problem exists (i.e., that there is a discrepancy between what is and what should be); identifies possible reasons for the discrepancy; devises and implements a plan of action to resolve it; and evaluates and monitors progress, revising the plan as indicated by findings.

Mental Visualization—Sees things in the mind's eye by organizing and processing symbols, pictures, graphs, objects, or other information—for example, sees a building from a blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

Knowing How to Learn—Recognizes and can use learning techniques to apply and adapt existing and new knowledge and skills in both familiar and changing situations; and is aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics) and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning—Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem—for example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or a written text, or applies rules and principles to a new situation (or determines which conclusions are correct when given a set of facts and conclusions).

C. Personal Qualities

Responsibility—Exerts a high level of effort and perseverance toward goal attainment, works hard to become excellent at doing tasks by setting high standards; pay attention to details; working well even when assigned an unpleasant task; and display a high level of concentration; and displays high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching and completing task.

Self-Esteem—Believes in own self-worth and maintains a positive view of self, demonstrates knowledge of own skills and abilities, is aware of one's impressions on others, and knows own emotional capacity and needs and how to address them.

Sociability—Demonstrates understanding, friendliness, adaptability, empathy and politeness in new and ongoing group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as he situation requires; and takes an interest in what others say and do.

Self-Management—Accurately assesses own knowledge, skills and abilities; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; and exhibits self-control and responds to feedback unemotionally and non-defensively.

Integrity/Honesty—Recognizes when being faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the effects of violating these beliefs and codes on an organization, oneself, and others; and chooses an ethical course of action.

Source: *What Work Requires of Schools, A SCANS Report for America 2000*, U.S. Department of Labor, 1991.

Unit CO-OP 1:

Career Planning

Content Standard CO-OP 1.1: Students understand the process involved in planning a career.

Note: The concepts and applications in this unit can be interspersed in the related class curriculum and need not be taught as a separate unit.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 1.1.1 Identify workplace trends	Present information		<p><i>Preparing for Career Success, Ch. 14</i> Jist Publishing Co. 2000 ISBN 1-59357-208-5, 2005</p> <p><i>Learning For Earning, Ch. 2</i> Goodheart-Wilcox Co. Inc. ISBN 1-59070-551-3 2006</p> <p><i>Working, Ch. 1</i> Thomson-Southwestern 2007 ISBN 0-538-44404-5</p> <p><i>From School to Work, Ch. 13</i> Goodheart-Wilcox Co., Inc. J.J. Littrell, James H. Lorenz, Harry T. Smith, 2006 ISBN 1-59070-560-2</p>
CO-OP 1.1.2 Research career pathways related to field of interest	<p>Interview employers</p> <p>Attend career speaker presentation of annual report</p> <p>Use Internet sites and trade magazines to research employment opportunities</p>	<p>Survey</p> <p>Rubric</p> <p>Checklist</p>	<p><i>Occupational Outlook Handbook</i> http://www.bls.gov/oco</p> <p><i>Dictionary of Occupational Titles</i> http://www.occupationalinfo.org/</p> <p>Speakers Bureau Discover Program www.act.org/discover (must have license)</p> <p>Local newspaper Trade magazines</p> <p><i>Learning For Earning, Ch. 4, 5</i></p> <p><i>Working, Ch. 13</i> <i>Preparing for Career Success, Ch. 1</i></p>

Unit CO-OP 1: Career Planning

<i>Performance Expectations</i>	<i>Instructional Strategies</i>	<i>Assessment Strategies</i>	<i>Supplementary Resources</i>
CO-OP 1.1.3 Establish career goals	Take interest, values, skills, and personality assessments	Checklist	<p><i>Succeeding in the World of Work</i> Workbook, Ch. 2 Glencoe McGraw-Hill ISBN 0-07-867627-4 2006</p> <p><i>Working</i>, Ch. 12</p> <p><i>Preparing for Career Success</i>, Ch. 3</p> <p>Bridges http://www.bridges.com</p>
CO-OP 1.1.4 Demonstrate the decision making process	Write a career report	Rubric	<p>Career consultant/mentor</p> <p>Discover Program www.act.org/discover</p> <p>Bridges Software http://www.bridges.com</p> <p><i>Working</i>, Ch. 12</p> <p><i>From School to Work</i>, Ch. 15</p> <p><i>Learning for Earning</i>, Ch. 8</p> <p><i>Preparing for Career Success</i>, Ch. 4</p>
CO-OP 1.1.5 Create a career plan	<p>Survey mentors concerning part-time positions leading to full time employment</p> <p>Establish short-range, medium-range, and long-range career goals</p> <p>Consult counselors and teachers to identify education classes needed to prepare for job/career</p> <p>Use S-O-L-V-E to make a decision</p>	<p>Interview</p> <p>Student Self-evaluation</p> <p>Project</p>	<p><i>From School to Work</i>, Ch. 15</p> <p><i>Working</i>, Ch. 14</p> <p><i>Preparing for Career Success</i>, Ch. 5, 6</p> <p><i>Learning for Earning</i>, Ch. 10</p>

Unit CO-OP 2:**Communications****Content Standard CO-OP 2.1:**

Students demonstrate proficiency in communication skills.

<i>Performance Expectations</i>	<i>Instructional Strategies</i>	<i>Assessment Strategies</i>	<i>Supplementary Resources</i>
CO-OP 2.1.1 Select and use appropriate technological communication	<p>Select and use appropriate communication technology to create a Job Presentation about student's specific job</p> <p>Select and use appropriate communication technology to create a Safety Manual for student's specific job</p> <p>Select and use appropriate communication technology to create Employee Handbook for student's specific job</p> <p>Select and use appropriate computer programs to create student's portion of Video for Employers Appreciation Banquet</p>	<p>Presentation</p> <p>Project</p> <p>Score sheet</p> <p>Presentation</p>	<p>Handout on Power Point presentations (Appendix A)</p> <p>Digital Camera</p> <p>Flatbed Scanner</p> <p><i>Preparing for Career Success, Ch. 7</i> <i>Working, Ch. 19</i></p>
CO-OP 2.1.2 Identify and demonstrate verbal and non-verbal communication in the classroom and workplace	<p>In groups, students construct a puzzle using non-verbal communication</p> <p>Students sit back to back in pairs; one student gives the other verbal instructions on how to draw a picture</p> <p>Each student writes the instruction/directions to perform a specific job task/duty</p>	<p>Teacher observation</p> <p>Project</p> <p>Student Self-Evaluation</p>	<p><i>Preparing for Career Success, Ch. 6</i> <i>Working, Ch. 15</i> <i>Learning for Earning, Ch. 19</i></p>
CO-OP 2.1.3 Demonstrate listening, reading, speaking, and writing on the job and in the classroom	<p>Previous assignments of Job Presentation, Safety Manual, Video, and Employee Manual</p> <p>Students identify number of times they use writing on the job</p>	<p>Log</p>	<p><i>Preparing for Career Success, Ch. 6</i> <i>Working, Ch. 15</i> <i>From School to Work, Ch. 5</i></p>

Unit CO-OP 3:**Computation****Content Standard CO-OP 3.1:**

Students demonstrate proficiency in computation and problem solving.

<i>Performance Expectations</i>	<i>Instructional Strategies</i>	<i>Assessment Strategies</i>	<i>Supplementary Resources</i>
CO-OP 3.1.1 Demonstrate basic mathematical operations	<p>Calculate hours worked and wages earned on weekly work reports</p> <p>Complete pre-employment math skills testing</p> <p>Solve problems that involve whole numbers, decimals, and fractions and use appropriate conversions when necessary</p> <p>Solve problems that involve percents, ratios, averages, and proportions and use appropriate conversions when necessary</p> <p>Solve various problems using a calculator and long-hand methods</p> <p>Create a list of examples where mathematical skills are utilized daily on the job. Present orally to the class (Students)</p> <p>Make exact change using fewest numbers of coins. Count it back</p> <p>Prepare checkbook register. Reconcile checking account</p>	<p>Paper and Pencil Test</p> <p>Paper and Pencil Test</p> <p>Paper and Pencil Test</p> <p>Paper and Pencil Test</p> <p>Paper and Pencil Test</p> <p>Presentation</p> <p>Demonstration</p> <p>Project</p>	<p><i>Weekly Wage and Hour Forms</i></p> <p><i>Employment tests from various companies</i></p> <p><i>Working, Ch. 16</i></p> <p><i>Learning For Earning Ch. 17</i></p> <p><i>Math Skill Enhancement</i> <i>Paradigm Publishing, Inc.</i> <i>ISBN 1-56118-261-3</i> <i>1994</i></p> <p><i>Math For Workplace Success</i> <i>Paradigm Publishers, Inc</i> <i>ISBN 1-56118-257-5</i> <i>1991</i> <i>Math for Workplace Success</i></p> <p><i>Math For Employment</i> <i>Educational Design, Inc.</i> <i>ISBN 0-87694-366-0</i> <i>1997</i></p> <p><i>Preparing for Career Success, Ch. 14</i></p>
CO-OP 3.1.2 Solve problems using algebraic methods	<p>Construct and solve an algebraic equation for a given problem</p> <p>Solve for the unknown variable in an equation</p> <p>Apply the order of operations principle when using mathematical processes</p>	<p>Paper and Pencil Test</p> <p>Paper and Pencil Test</p> <p>Check list</p>	<p><i>Succeeding in the World of Work</i> <i>(end of each chapter)</i></p> <p><i>From School to Work, Ch. 6</i></p> <p><i>Math Skill Enhancement</i> <i>Math For Workplace Success</i> <i>Math For Employment</i></p>

Unit CO-OP 3: Computation

<i>Performance Expectations</i>	<i>Instructional Strategies</i>	<i>Assessment Strategies</i>	<i>Supplementary Resources</i>
CO-OP 3.1.3 Select and use appropriate standards of measure	<p>Prepare a list of measures used in the workplace and share it orally with the class</p> <p>Measure common items and make appropriate conversions</p>	<p>Presentation</p> <p>Score Sheet</p>	<p><i>Learning for Earning, Ch. 17</i></p> <p><i>Working, Ch. 16</i></p>
CO-OP 3.1.4 Apply basic statistical procedures	<p>List examples of statistical procedures in the workplace. Share information with the class with an oral report.</p> <p>Interpret statistics</p> <p>Construct a table representing employee salaries at various levels. Find the mean, median, and mode</p> <p>Internet Activity: Research sports information and complete sports statistics. (This activity may also include preparing spreadsheets and graphs to display information)</p>	<p>Presentation</p> <p>Class discussion</p> <p>Project</p> <p>Score sheet</p>	<p><i>From School to Work, Ch 6</i></p> <p>http://www.BLS.gov</p>
CO-OP 3.1.5 Apply the problem-solving model	<p>Construct a poster displaying the six-step problem-solving process</p> <p>Research recalls</p> <p>Identify a problem at work and use the problem-solving model to solve it. Prepare a written report</p> <p>Solve various workplace scenarios</p>	<p>Score sheet</p> <p>Project</p> <p>Rubric</p> <p>Paper and Pencil test</p>	<p><i>Succeeding in the World of Work-Ch 16</i></p> <p><i>Internet Resources</i></p> <p><i>From School to Work, Ch 4</i></p> <p><i>Preparing for Career Success, Ch. 4</i></p>

Unit CO-OP 4:**Economics****Content Standard CO-OP 4.1:** Students understand basic economic concepts.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 4.1.1 Define supply and demand	Write an explanation of supply and demand	Class discussion	<i>Succeeding in the World of Work, Ch 19</i> <i>Working, Ch. 21</i> <i>From School to Work, Ch. 21</i> <i>Learning for Earning, Ch. 2</i> <i>Preparing for Career Success, Ch. 15</i>
CO-OP 4.1.2 Identify factors that cause changes in market supply and demand	Students construct chart reflecting things that cause changes in supply and demand Students chart inflation rates over the last twenty years	Score sheet Project	Internet sources: http://ingrimayne.saintjoe.edu/econ/ <i>From School to Work, Ch. 21</i> <i>Learning for Earning, Ch. 2</i>
CO-OP 4.1.3 Analyze the risk/rewards of entrepreneurship	Resource speaker or panel of small business owners addresses student-generated questions Students write 150-word report describing how the business cycle might affect their future career choices Students interview small business owners or self-made millionaires Visit Junior Achievement Reality Store	Writing/Essay Writing rubric Interview Check-list	<i>Learning for Earning, Ch. 6</i> <i>Working, Ch. 20</i> <i>From School to Work, Ch. 22</i>

Unit CO-OP 5:**Employment**

Content Standard CO-OP 5.1: Students demonstrate knowledge of employment strategies.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 5.1.1 Prepare a career portfolio	Skim appropriate pages/sections in textbook Prepare a résumé Prepare a cover letter	Teacher observation Rubric Rubric	http://www.quintcareers.com <i>Working</i> , Ch. 4 <i>From School to Work</i> , Ch. 16 <i>Purdue Campus Recruiting and Job Search Manual</i>
CO-OP 5.1.2 Demonstrate interviewing skills	Human Resource Speaker Video on Interviewing Skills Participate in Mock Interviews	Student notes Demonstration Check-list	<i>Learning for Earning</i> , Ch. 12 <i>Preparing for Career Success</i> , Ch. 9 <i>Working</i> , Ch. 5 <i>From School to Work</i> , Ch. 18

Unit CO-OP 5:

Employment

Content Standard CO-OP 5.2: Students demonstrate proficiency in using computer software.

<i>Performance Expectations</i>	<i>Instructional Strategies</i>	<i>Assessment Strategies</i>	<i>Supplementary Resources</i>
CO-OP 5.2.1 Select and use appropriate software	Previous projects of Safety Manual, Job Presentation, Job Manual, Power Point Presentation, Digital camera use	Rubric	<i>Working, Ch. 19</i> <i>From School to Work, Ch. 7</i>
CO-OP 5.2.2 Utilize industry-specific software	Students correctly use industry-specific software programs while on the job	Demonstration	

Unit CO-OP 6:**Human Relations**

Content Standard CO-OP 6.1: Students understand and apply the personal qualities that affect success.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 6.1.1 Demonstrate appropriate appearance for occasion	Resource Speaker on Grooming Construct pamphlet displaying different kinds of dress for various occasions using magazine pictures. Students dress for mock interviews Students dress for CTSO competition Students dress for Employer Appreciation Banquet	Student Notes Presentation Rubric Score sheet Teacher observation	<i>Learning for Earning</i> , Ch. 20 <i>DECCA National Guide</i> <i>Preparing for Career Success</i> , Ch. 9, 10 <i>Working</i> , Ch. 11
CO-OP 6.1.2 Utilize appropriate etiquette for occasion	Present information Examine case studies on use of etiquette Write an Emily Post column on etiquette Specific information on etiquette at business lunches and for Employer Appreciation Banquet Resource speakers from business and industry	Presentation Score sheet Writing/Essay	http://www.executiveplanet.com/ <i>Working</i> , Ch. 6

Unit CO-OP 6: Human Relations

<i>Performance Expectations</i>	<i>Instructional Strategies</i>	<i>Assessment Strategies</i>	<i>Supplementary Resources</i>
CO-OP 6.1.3 Distinguish between ethical and non-ethical behaviors	<p>Define ethics</p> <p>Journal a list of ethical behavior the students observe in the workplace</p> <p>Share personal experiences of ethical and non-ethical behavior in the workplace</p> <p>Examine Case Studies of ethical and non-ethical behavior in the workplace</p> <p>Write personal code of ethics for the workplace</p>	<p>Paper and Pencil Test</p> <p>Journal</p> <p>Teacher observation</p> <p>Score sheet</p> <p>Project</p>	<p><i>Not For Sale—Ethics in the American Workplace</i> Sunburst Communications Pleasantville, NY 10570 (800) 431-1934</p> <p><i>Preparing for Career Success, Ch. 12</i></p> <p><i>Working, Ch. 6</i></p> <p><i>From School to Work, Ch. 3</i></p>
CO-OP 6.1.4 Evaluate feedback to improve job performance	<p>Write goals for self-improvement using workplace evaluation as guidelines</p> <p>Conference with Coordinator using workplace evaluation</p> <p>Training Plan update</p>	<p>Student Self-evaluation</p> <p>Interview</p> <p>Student Self-evaluation</p>	<p><i>Learning for Earning, Ch. 13</i></p> <p>Student Evaluations</p> <p>Training Plans</p> <p><i>Preparing for Career Success, Ch. 11, 12</i></p> <p><i>Working, Ch. 10</i></p>
CO-OP 6.1.5 Demonstrate a positive customer/client attitude	<p>Students evaluate specific workplace situations and identify positive attitudes</p> <p>Students share personal experiences in the workplace</p> <p>Resource Speaker on Customer Service</p>	<p>Score sheet</p> <p>Presentation</p> <p>Student Notes</p>	<p><i>Company Policies on customer service</i></p> <p><i>Working, Ch. 9</i></p>

Unit CO-OP 6:**Human Relations**

Content Standard CO-OP 6.2: Students understand the importance of group dynamics.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 6.2.1 Identify issues between employers and employees	Case Studies Students share personal experiences in the workplace	Score sheet Presentation	<i>Learning for Earning</i> , Ch. 14 <i>Preparing for Career Success</i> , Ch. 11 <i>Working</i> , Ch. 7
CO-OP 6.2.2 Explain procedures to take against sexual harassment	Review business/industry policies and procedures on sexual harassment Review the laws View video In career areas, students write policy and procedures for sexual harassment in the workplace	Teacher observation Paper and Pencil Test Student Observation Project	<i>Learning for Earning</i> , Ch. 3 <i>Preparing for Career Success</i> , Ch. 14 Business/Industry Employee Handbook/Manuals "What is Sexual Harassment?" ISBN 0-917159-67-5 Catalog No. 171 <i>Working</i> , Ch. 8 <i>From School to Work</i> , Ch. 20 The Learning Seed, 330 Telser Road Lake Zurich, IL 60047 (800) 634-4941
CO-OP 6.2.3 Apply effective team and leadership skills	Students divide into teams to construct a puzzle together Students build boxes-assigned roles Students demonstrate parliamentary procedure As a team, groups of students create and market to the class a product using materials given.	Teacher observation Score sheet Demonstration Rubric	<i>Learning for Earning</i> , Ch. 14, 22 <i>Working</i> , Ch. 18 <i>From School to Work</i> , Ch. 10 Handout WORKPLACE READINESS Teamwork Unit

Unit CO-OP 6:**Human Relations****Content Standard CO-OP 6.3:** Students understand diversity.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 6.3.1 Identify the benefits of diversity in the workplace	Define diversity Resource speaker from local diversity program In groups, list benefits of diversity in the workplace Video Survey workplace	Teacher Observation Student notes Score sheet Paper and Pencil Test Presentation	<i>A Tale of O, On Being Different</i> video Goodmeasure, Inc. One Memorial Drive Cambridge, MA 02142 <i>Working, Ch. 8</i> <i>From School to Work, Ch. 20</i>
CO-OP 6.3.2 Describe examples of discrimination forbidden by law	Discuss poster from Department of Labor In career area groups, student write an anti-discrimination statement that could be used in employee handbooks Attend a court hearing on discrimination	Teacher Observation Writing/Essay Log & Journal Project	<i>Learning for Earning, Ch. 3</i> Business/Industry Employee Handbooks/Manuals <i>Preparing for Career Success, Ch. 12</i>
CO-OP 6.3.3 Identify the laws that prohibit discrimination	Research examples of discrimination in court cases in the last decade. Then write a 2-3 page report on laws/court cases		http://www.eeoc.gov <i>Learning for Earning, Ch. 3</i> <i>Working, Ch. 28</i> <i>From School to Work, Ch. 20</i>

Unit CO-OP 7:**Life Skills**

Content Standard CO-OP 7.1: Students demonstrate proficiency in financial management.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 7.1.1 Apply decision making in on-the-job and personal financial management	<p>Journal expenses and income and then evaluate personal financial management</p> <p>List ways poor financial management can affect the workplace</p> <p>Examine a credit report and evaluate for credit worthiness</p> <p>Resource speaker on financial management</p>	<p>Journal</p> <p>Teacher observation</p> <p>Score sheet</p> <p>Student Notes</p>	<p><i>Learning for Earning</i>, Ch. 23, 24</p> <p>http://www.freecreditreport.com</p> <p><i>Preparing for Career Success</i>, Ch. 17</p> <p><i>Working</i>, Ch. 23, 24</p> <p><i>From School to Work</i>, Ch. 25</p>
CO-OP 7.1.2 Demonstrate use of financial services	<p>Research and evaluate services of various financial institutions, i.e. loans, savings, checking, etc.</p> <p>Complete amortization chart</p> <p>Figure simple interest and credit costs</p> <p>Resource speaker on financial services and careers</p> <p>Complete checking account packet</p> <p>Set up accounts on individual software</p>	<p>Project</p> <p>Project</p> <p>Paper and Pencil Test</p> <p>Student Notes</p> <p>Project</p> <p>Check-list</p>	<p><i>Learning for Earning</i>, Ch. 25 - 26</p> <p>http://www.hsh.com</p> <p>http://ray.met.fsu.edu/~bret/amortize.html</p> <p>http://realestate.yahoo.com/realestate/calculators/amortization.html</p> <p>Banking Services Packet-local banks/credit unions</p> <p>Computer software programs--i.e. Quicken, QuickBooks, Money</p> <p><i>Working</i>, Ch. 23, 24</p> <p><i>From School to Work</i>, Ch. 26</p>

Unit CO-OP 7:

Life Skills

Content Standard CO-OP 7.2: Students understand employee/employer legal rights.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 7.2.1 Explain the responsibilities of an employee	Overheads Examine samples of company policies Write a job description Complete job manual previously assigned	Teacher Observation Checklist Writing/Essay Rubric	<i>Learning for Earning</i> , Ch. 13, 17 Company Handbook <i>Succeeding in the World of Work</i> –Ch 8, 9, 16 <i>Preparing for Career Success</i> , Ch. 12 <i>Working</i> , Ch. 7
CO-OP 7.2.2 Describe the major parts of a legal contract	Students write a simple contract to hire someone to do a job for them Worksheet Students fill out sample contract Resource speaker on contract law	Score Sheet Check-list Paper and Pencil Test Student Notes	<i>Succeeding in the World of Work</i> , Ch 12 http://freeadvice.com <i>Working</i> , Ch. 28
CO-OP 7.2.3 Explain laws in the workplace that protect the worker	Resource speaker from union Overhead—research a law and write up a case	Student Notes; Quiz Project	<i>Learning for Earning</i> , Ch. 3 http://www.hresquire.com/employment-law-articles.htm

Unit CO-OP 7:**Life Skills**

Content Standard CO-OP 7.3: Students understand opportunities for self-learning.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 7.3.1 Describe continuing education programs in your community	Field trip to a post-secondary institution Resource speaker on Apprentice Programs Resource speaker from local Continuing Education program	Check-list Student Notes Student Notes; Quiz	http://www.bridges.com Working, Ch. 32
CO-OP 7.3.2 Assess community programs designed to assist families	Human Resource Speaker on policies, procedures, programs of industry and business on continuing education Field trip to Workforce Investment Board	Student Notes Check-list	http://www.in.gov/fssa/families/housing/eas.html
CO-OP 7.3.3 Outline methods of upgrading workplace skills	Students evaluate information collected from speaker, field trip, etc. and set personal short and long-term goals	Skills tests on-the-job CTA's Check-list	Learning for Earning, Ch. 16

Unit CO-OP 7:**Life Skills****Content Standard CO-OP 7.4:** Students demonstrate self-management.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 7.4.1 Describe strategies for balancing work roles and family responsibilities	Students interview people on how they balance their work and family life Construct a poster on the balance of work and personal life	Presentation Score sheet	http://www.coping.org <i>Preparing for Career Success</i> , Ch. 21 <i>Working</i> , Ch 30
CO-OP 7.4.2 Develop strategies for improving time management	Essential skills—uses time wisely Journal daily activities for seven days Identify tasks that must be completed in a certain timeframe and divide the tasks to meet deadlines Evaluate plans	Score sheet Journal Project Score sheet	http://www.mindtools.com <i>Learning for Earning</i> , Ch. 18 <i>Succeeding in the World of Work</i> -Ch 18 <i>TIME MANAGEMENT Unit</i> from Agency for Instructional Technology
CO-OP 7.4.3 Identify opportunities to work from home	Research careers that can be done from home Interview companies with a work-at-home policy Interview workers who work at home Write a proposal to a company for work-at-home	Project Score sheet Score sheet Presentation	http://www.homeworking.com/ http://www.money-at-home.com/

Unit CO-OP 8:**Safety/Wellness****Content Standard CO-OP 8.1:** Students understand safety practices.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 8.1.1 Identify causes of accidents and apply safety procedures to prevent accidents	Write a safety plan Take the Home Safety Test Students develop a safety manual for their own specific job position Students make a Safety Poster relating to on-the-job conditions	Rubric Score sheet Rubric Score sheet	<i>Learning for Earning</i> , Ch. 15 <i>Succeeding in the World of Work Enrichment Activity Segment 10</i> http://www.court tv.com/archive/ http://www.homesafetycouncil.org/index.aspx <i>Working</i> , Ch. 17 <i>Preparing for Career Success</i> , Ch. 19
CO-OP 8.1.2 Describe how costs of accidents affect workers, employers, and the economy	Resource speaker-Safety Director	Student Notes; Quiz	<i>From School to Work</i> , Ch. 9
CO-OP 8.1.3 Identify governmental agencies that protect people's health and safety	Research agencies on the internet that deal with people's health and safety in the workplace	Project; Presentation Rubric	http://www.osha.gov

Unit CO-OP 8:**Safety/Wellness****Content Standard CO-OP 8.2:**

Students understand ways to maintain good health/wellness.

Performance Expectations	Instructional Strategies	Assessment Strategies	Supplementary Resources
CO-OP 8.2.1 Explain the guidelines needed to stay physically healthy	<p>Design basic eating plan for your body type and age</p> <p>Journal foods eaten and evaluate journal for healthy diet plan</p> <p>Describe how good nutrition, exercise and sleep affects performance</p> <p>Identify how health needs change with age</p>	<p>Check-list</p> <p>Journal</p> <p>Presentation</p> <p>Paper and Pencil Test</p>	<p><i>Learning for Earning</i>, Ch. 21</p> <p><i>Succeeding in the World of Work</i>, Ch. 11</p> <p>http://www.nal.usda.gov/fnic/Fpyr/pyramid.html</p> <p><i>Preparing for Career Success</i>, Ch. 19</p> <p><i>Working</i>, Ch. 30</p> <p><i>From School to Work</i>, Ch. 8</p>
CO-OP 8.2.2 Assess stress factors in the workplace and at home	<p>Illustrate ways to relieve stress</p> <p>Identify illnesses that affect productivity</p> <p>Speaker from a Center that deals with stress related issues</p>	<p>Poster</p> <p>Paper and Pencil Test</p> <p>Student Notes</p>	<p><i>Learning for Earning</i>, Ch 21</p> <p>LAP #9 Human Resource</p> <p><i>From School to Work</i>, Ch. 19</p>
CO-OP 8.2.3 Apply the principles of anger management	<p>Speaker from a center which deals with anger management in the workplace.</p>	<p>Student Notes</p>	<p>http://www.apa.org/topics/controlanger.html</p>

Section V:



On-the-Job Training

On-the-Job Expectations for Cooperative Education Programs

Every student needs to acquire at least a minimum level of competency from the on-the-job experience. On-the-job instruction shall be guided by the individual [training plan](#).

Based on the student's individual training plan, the student will:

1. Understand and follow safety practices and procedures specific to the work site
2. Demonstrate knowledge of terminology specific to the work site and career cluster/pathway
3. Acquire skills specific to the work site. Skills should correlate with industry-established standards
4. Apply related [SCANS](#) competencies and skills to the work site experience
<http://wdr.doleta.gov/SCANS/>
5. Demonstrate the ability to use tools and equipment specific to the work site
6. Gather, process, communicate, and apply technical information
7. Produce a product and/or perform a service

On-the Job Credit

Students shall receive one (1) credit per semester toward graduation for each nominal hour of classroom or laboratory instruction. At least two (2) credits per semester shall be earned via on-the-job training in a cooperative education program. [\(511 IAC 8-2-Sec. 2-\(1\)\)](#)

Students shall be employed an average of not less than fifteen (15) hours per week during the school year. [\(511 IAC 8-2-Sec. 5-\(6\)\)](#)

- Students participating in on-the-job training will earn academic credit upon working the minimum specified number of hours in the workplace, which is 540 hours per school year.
- One grade will be issued to include the related instruction and the on-the-job training. Weighting of this grade is at the school's discretion. Suggested grade distribution may be 50/50 or 1/3 related class and 2/3 on-the-job training.
- Students shall pass both the related instruction and the on-the-job training components in order to remain in the program and to earn credit.
- Students CANNOT receive credit for unpaid on-the-job training.
- On-the-job hours may be counted during periods of time when school is not in session (i.e., school vacations, holidays, and during the coordinator's extended contract) as long as the teacher/coordinator is on contract for supervisory purposes related to the cooperative education program at his/her respective schools.
- Students may not receive more than six credits for one full year, which includes the related instruction and the on-the-job training components. Students **may not** enroll in the same cooperative education program for a second year. For example, students may be enrolled in the ICE program for only one year. A student should not take two cooperative education

programs during the same year. For example, students may not be enrolled in an ICE program and marketing cooperative education program at the same time.

- Regardless of the school schedule, students shall work 540 hours during the school year to receive credit.

Teacher Coordination Time

The teacher/coordinator must be given specified time to coordinate his/her students' cooperative education experiences. A school that endorses any form of on-the-job training without the proper teacher coordination time accepts liability for the student. Student liability issues should be a major consideration when assigning teacher coordination schedules and responsibilities.

Quality cooperative education opportunities cannot exist if effective coordination does not take place. Effective coordination means more than just visiting the students' work sites. It includes documentation of visits; preparing and reviewing training plans and agreements; communicating with parents, employers, administrators, and students; maintaining student records; visiting the work sites; and forming new partnerships with employers. To ensure quality in the coordination and administration of the cooperative education program, coordination time for the teacher must be provided using the following guidelines:

The teacher/coordinator shall have time scheduled for coordination activities during the same time students are released for on-the-job training. [\(511 IAC 8-2-Sec. 5-\(7\)\)](#)

The student-to-teacher ratio for the program is commensurate with the particular program area. (511 IAC 8-2-4 Program Requirements)

- The teacher coordination time should be blocked and scheduled when the businesses are in operation, when the student is on the job, and the employers are available to meet with the teacher/coordinator.
- A minimum of 10 hours of release time per week for up to 20 students is recommended based on the student-to-teacher ratio for the program. (511 IAC 8-2-4 Program Requirements) An additional 30 minutes per student per week of release time is expected for programs with over 20 students.
- The periods in the school day and the teacher's contractual agreement ultimately determine the number of students the teacher can coordinate. Based on release time expectations, a full-time coordinator could effectively coordinate a maximum of 40 students. A full-time coordinator is one who ONLY teaches cooperative education and is not assigned other classroom duties. Unencumbered time (no hall duty, lunch supervision, or homeroom) before and after the students' school day, as well as extended day contracts, can be utilized to meet coordination requirements.
- It is recommended that the teacher/coordinator has a 2-4 week extended contract to contact potential work sites, meet with students and parents, prepare [training agreements](#), develop [training plans](#), and meet with advisory committees.
- The teacher/coordinator should be paid travel expense at the current State or corporation rate for travel to and from site visits or the school corporation can provide a district vehicle.
- Program quality and student safety should always be priorities when scheduling adequate coordination time for cooperative education programs.

The teacher/coordinator shall use coordination time to complete the following activities:

- Visit businesses to select appropriate work sites
- Prepare [training agreements](#)
- Develop [training plans](#) with the assistance of the work site supervisor
- Develop new work site prospects
- Approve all work sites and match appropriate placements with student's career cluster/pathway
- Orient new work site supervisors
- Visit work sites 2 to 3 times per grading period to confer with training supervisors concerning student performance and progress
- Resolve any issues that may arise between the student and the work site supervisor
- Maintain student records
- Adjust training plans each grading period with the assistance of the work site coordinator
- Adjust student placements as needed
- Confer with parents/guardians, students, administrators, and work site supervisors
- Ensure that work site supervisors provide consistent, effective guidance and supervision in accordance with students' [training plans](#)
- Comply with local, state, and federal laws relating to cooperative education, safety, and employment of minors ([511 IAC 8-2-Sec. 5-\(3\)](#) and [511 IAC 8-2-Sec. 4-\(2\)](#))
- Visit work sites to observe students ([511 IAC 8-2-Sec. 5-\(7\)](#))
- Plan and attend advisory committee meetings
- Coordinate the planning of employer appreciation/student recognition events
- Conduct program evaluation surveys from current work site supervisors.
- Collect or explore employment data in the community to assist in expanding the scope of workplace experiences
- Conduct hazardous equipment surveys ([511 IAC 8-2-Sec. 5-\(2\)](#))
- Attend professional development conferences/workshops specific to CTE
- Attend community functions (Rotary, Kiwanis, Chamber of Commerce meetings, etc.)

Developing and Maintaining Work Sites

The teacher/coordinator is responsible for assisting in locating and developing relevant work sites. Both teacher/coordinators and employers must understand that the job is an integral part of the educational process and the school is not simply acting as a placement service for students desiring part-time work.

The teacher/coordinator should ensure careful selection of work sites, appropriate placements of students in jobs related to the student's chosen career cluster/pathway, and frequent and timely coordination visits. Work sites should be mutually approved by the teacher/coordinator and the student.

Effective on-the-job training should enable students to:

- Apply academic/career knowledge and skills at the work site
- Receive instruction on a variety of responsibilities, tasks, and skills related to the work site
- Gain experience in their chosen career cluster/pathway

The teacher/coordinator should ensure work sites provide a positive environment for on-the-job training and meet the requirements for providing a relevant placement. To avoid potential conflicts of interest, students should not be employed by a family business or be evaluated by a family member at a work site.

When the teacher/coordinator is locating potential work sites, he/she should:

- Consult the Dictionary of Occupational Titles and Occupational Outlook Handbook, <http://www.bls.gov/oco/home.htm>, for employment opportunities ([511 IAC 8-2-Sec. 4-\(3\)](#))
- Reference the Indiana Department of Workforce Development for the current employment opportunities. <http://www.in.gov/dwd/2564.htm>
- Utilize the Internet, phone directory, and local paper to learn about new and established businesses in the community
- Consult with the [advisory committee](#)
- Contact established work sites
- Contact trade associations, professional organizations, civic organizations, and chambers of commerce
- Consult school administrators, counselors, and other school personnel
- Contact local employment offices
- Develop a database of appropriate work sites

Selecting Work Sites

The teacher/coordinator should ensure that potential work sites meet the following criteria:

- Conform to all local, state, and federal laws and regulations governing the workplace including equal opportunity provisions.
- Possess a reputation for integrity, ethical standards, and progressiveness in the community.
- Understand and be involved in appropriate activities linking the related instruction and the on-the-job experience.
- Understand the importance of the cooperative education program in the students' overall education.
- Provide an average of 15 hours per week of employment for the student for the entire school year.
- Work with the teacher/coordinator in planning and providing varied on-the-job learning experiences leading to the student's career cluster/pathway.
- Have a sincere interest in providing educational opportunities for students.
- Release students for program-related activities such as CTSOs.

Establishing Work Sites

The teacher/coordinator makes initial visits to potential work sites to assess their ability to meet the program criteria. A key responsibility of the teacher/coordinator is to prepare work site supervisors for their roles. Since working with students may be a new experience, work site supervisors will be much more effective when they are given special help by the teacher/coordinator. An orientation meeting is an effective way to explain the roles and responsibilities of work site supervisors.

The following information should be conveyed and discussed in person with potential supervisors:

- Purpose, goals, and benefits of cooperative education programs
- Brief overview of program operation
- Employment needs of the employer
- Role of the teacher/coordinator
- Expectations of the employer
- Procedures for student interviews
- Procedures for updating student training plans
- Procedures for student evaluation

Placing Students at Work Sites

The teacher/coordinator should interview all students to determine individual career cluster/pathways before placing them at a work site. If the work site supervisor is willing, the teacher/coordinator may arrange for student interviews. Ideally, several qualified students should be sent to interview at each potential work site. Employers will generally be more enthusiastic when they are given the opportunity to select from more than one student applicant. When this is not possible, the teacher/coordinator should explain this situation to the employer.

Once a student has been interviewed, a follow-up visit or call must be made to determine if the student will be placed. Once employed, the [training agreement](#) must be completed, the [training plan](#) developed, and where applicable a work permit filed for the student worker.

Students should not be encouraged to obtain their own jobs as a condition for admittance in cooperative education programs. Although this practice may reduce the workload of the teacher/coordinator, there are numerous negative consequences associated with student-secured work sites. A few of the drawbacks are:

- Employer lack of understanding of training responsibility
- Employer reluctance to cooperate in [training plan](#) design and student evaluation procedures
- Employer reluctance to adhere to school policies
- Diminished student commitment to program objectives
- Inappropriate placement in relation to student career cluster/pathway
- Reduced cooperation between the school and work site
- Reduced cooperation/interaction between the student and the teacher-coordinator

If students wish to enter the program with an existing job, the teacher/coordinator should follow the same guidelines for establishing a work site. This procedure eliminates potential drawbacks. In some cases, the teacher/coordinator may find that the work site does not meet the selection criteria based on the student's career cluster/pathway.

Site Visits

Effective coordination is essential to the success of the cooperative education program. The teacher/coordinator should conduct a minimum of two to three site visits per grading period, preferably when students are working and should include a conference with the work site supervisor whenever possible. In addition, the number and frequency of visits may be dictated by such factors as the seasons of the year, type of work site, location, and the number of students working at the work site. More frequent visits may be needed to monitor students experiencing problems. Records should be kept of all communication with employers and students.

During the site visit the teacher/coordinator should:

- Evaluate student performance as it relates to the [training plan](#) competencies
- Observe/evaluate student's competence, performance level, and attitude
- Confer with work site supervisors regarding student's strengths and areas for improvement
- Coordinate with work site supervisor to update [training plan](#) to ensure student growth
- Determine that on-the-job safety instruction has been completed and supplement with the [related class instruction](#) if necessary
- Discuss student evaluation with the work site supervisor
- Thank work site supervisors for their time and assistance and discuss future placements

Potential Problems to Anticipate at Work sites (See [Appendix B](#) for Frequently Asked Questions)

- | | |
|---|---|
| • Absenteeism/Tardiness | • Unacceptable cell phone use |
| • Misuse of breaks | • Union strikes |
| • Workplace visitors | • Discrimination |
| • Inability to accept correction/criticism | • Sexual harassment |
| • Difficulty in following directions | • Insecurity about doing a good job |
| • Misunderstanding benefits, wages, and/or hours worked | • Inadequate or poor quality production |
| • Lack of cooperation between student and/or work site supervisor | • Poor communication skills |
| • Unacceptable work site practices | • Over confidence |
| • Seasonal jobs | • Irresponsibility or immaturity |
| • Company downsizing | • Lack of interest in job |
| • Ethical Decisions | • Theft |
| | • Girlfriend, boyfriend, or family |
| | • Difficulty relating to co-workers |

Student Conferences

Student and teacher/coordinator conferences are essential for identifying instructional needs, sharing concerns, and solving problems. Conferences can be scheduled with students periodically throughout the grading period to discuss student progress and provide feedback from site visits. These should be done on a regular basis during the school year.

Job Changes and/or Termination

If an employer wishes to terminate the student's employment, the employer should first notify the teacher/coordinator. The teacher/coordinator shall meet with the work site supervisor to discuss possible options other than termination. If termination occurs, the teacher/coordinator shall complete a [termination notice](#), obtain signatures from all parties involved, notify the guidance department and employer, and keep the document in the student's file.

If the student is removed from the program because of termination by an employer, it is recommended that a "No Grade with No Credit" be given rather than fail the student for the year. At no time should the student be allowed to continue with the related class instruction.

Students should remain with the work site for an entire year. However, if a student has legitimate reasons for changing jobs, he/she must complete the [Request for Job Change Form](#) and then meet with the teacher/coordinator. The teacher/coordinator makes the final decision regarding job changes.

Documents/Forms for On-the-Job Training

Recommended documentation should include the following:

[Training Agreements](#)

The training agreement is a written statement of commitment from the work site supervisor, teacher/coordinator, student, and parent/guardian. Each party involved must sign the training agreement and each should keep a copy.

Training agreements should be signed before the student begins employment.

A training agreement explaining the essential features of the program and outlining the responsibilities of each party concerned is on file for each student in the teacher-coordinator's office. The training agreement shall be signed by the student, employer, parent, and teacher/coordinator. [\(511 IAC 8-2-Sec. 5-\(1\)\)](#).

[Training Plans](#)

The purpose of the training plan is to support classroom learning with on-the-job instruction and to serve as an evaluation tool. The teacher/coordinator and employer jointly prepare and regularly update the training plan to ensure student growth. The training plan includes learning experiences and performance competencies necessary to meet each student's chosen career cluster/pathway.

Occupational competencies may be found using various sources such as [Bridges](#), [O*Net](#), [Learn More Indiana](#), or [VTECS](#).

The training plan shall be signed by the student, employer, parent, and teacher/coordinator. [\(511 IAC 8-2-Sec. 5-\(2\)\)](#)

Training plans should be signed before the student begins employment.

Copies should be given to employers, students, and the teacher/coordinator. The completion of the training plan is the vital step in placing a student on the job. At the end of each grading period, the work site supervisor and the teacher/coordinator should review the plan, evaluate the student, and update the plan for the next grading period. Signatures shall be secured after all revisions.

[Evaluations](#)

Prior to the end of each grading period, the teacher/coordinator should make a work site visit for the purpose of having the work site supervisor evaluate the student's work experiences. This appointment should be scheduled so that all evaluations are completed and returned prior to the end of the grading period. This evaluation should be based on the goals, competencies, and instruction outlined in the [training plan](#). It is suggested that the teacher/coordinator arrange for evaluation conferences with the student, work site supervisor, and teacher/coordinator to assess the student's progress and performance.

Evaluations provide an additional opportunity for the work site supervisor to discuss ways the student can improve job performance. The teacher/coordinator is responsible for making sure each work site supervisor fully understands the evaluation process, the criteria, and the schedule for assessing student performance.

Evaluations will be used to determine the student's grade for the on-the-job training portion of the cooperative education program. Performance at the work site and the related class component are combined to determine the student's final grade. A copy of the evaluation shall be given to the work site supervisor and the student, and a copy shall be kept on file by the teacher/coordinator.

Weekly Work Reports

The student shall complete weekly work reports documenting hours worked in the previous week and complete an hours-scheduled form for the upcoming week. The teacher/coordinator should verify continued student employment by regularly checking the student's paycheck stubs or by weekly work reports signed by the employer. The teacher/coordinator should set weekly due dates for these forms to be turned in. It is imperative that the teacher/coordinator verify work hours to document that the student is meeting the average 15 hours per week at the work site. Students should not be given credit for hours worked if they were absent from school on that day. Students should not be allowed to work on days where they are absent from school.

Cumulative Hour Summaries

The teacher/coordinator is responsible for maintaining documentation of the total number of hours students have worked throughout the school year to monitor progress on completing the 540 hours required to receive credit. The teacher/coordinator may choose to have students maintain their work hours on a spreadsheet. However, it is still the teacher/coordinator's responsibility to verify the accuracy of the student reports.

Students shall be employed an average of not less than fifteen (15) hours per week during the school year. Modifications will be considered for disadvantaged and handicapped students.
(511 IAC 8-2-Sec. 5-(6))

Students not meeting the minimum hour requirement cannot receive credit.

Site Visit Records

Written records of work site visits are important for maintaining accountability, continuity, and communication among students, parents, and administrators. Notes should be made regarding observations of the student, work site supervisor comments and suggestions, the progress a student is making at the work site, and problems that may have arisen. Additionally, notes of any phone conversations or other correspondence with work site supervisors and/or parents should be kept on file.

Sample forms are located in Appendix E.

Legal Issues

The teacher/coordinator shall obtain a copy of the most recent *Child Labor Laws: Guide for Issuing Officers and Employers* handbook from the Indiana Department of Labor or go to the following web sites for additional information:

Indiana Department of Labor
Bureau of Child Labor
402 W. Washington St., Room W195
Indianapolis, IN 46204
1 888 TEEN WORK
Indianapolis – 317.232-2655
<http://www.in.gov/dol/2761.htm>

U.S. Department of Labor, Wage & Hour Division
Indianapolis - Phone: 317.226-6801
South Bend - Phone: 574.236-8331
<http://www.dol.gov/dol/audience/aud-workers.htm>

State vs. Federal Law

For information on federal law contact the U.S. Department of Labor, Wage and Hour Division in Indianapolis.

If a conflict exists between state and federal laws, the higher standard or the one that offers the most protection for the minor governs employers and teachers/coordinators.

A printed “Notice of Teen Worker Hour Restrictions” must be posted at the work site if minors are employed. You may download the poster from the following web sites:

http://www.in.gov/faqs.htm?faq_id=17 or <http://www.in.gov/dol/2745.htm>

Minimum Age for Employment

Federal law stipulates that student-learners must be at least age 16.

www.dol.gov/esa/regs/compliance/whd/childlabor101.pdf

Child labor laws do not apply to domestic service, farm labor, or to service jobs such as newspaper carrier, golf caddy, actor or performer; therefore, children can work at these jobs at any age. <http://www.in.gov/dol/2761.htm>

Employment Certificates (or Work Permits)

Employment certificates are commonly referred to as “work permits.” Employers must secure an “Employment Certificate” before employing any minor less than 18 years of age. This form, Intention to Employ—State Form 896, is available at local high schools or online at <http://www.in.gov/dol/2745.htm>. This work permit must be kept on file at the place of employment and available for inspection as long as the student is employed and under the age of 18.

1. Secure an intent to employ from your school's permit issuing officer or online
2. Fill it out, getting the necessary information and signatures from the employer and

parent/guardian

3. Return it to the issuing officer, along with a copy of the student learner's birth certificate
4. The issuing officer will issue the permit, which then is taken to the employer and placed on file until the worker quits, is terminated, or reaches the age of 18
5. In Indiana, student workers can hold multiple work permits as long as the hour restrictions are observed

Effective July 1, 2006, minors may hold more than one employment certificate (work permit) at a time. The issuing officer shall keep for each student who has been issued more than one employment certificate a record of the maximum number of hours that the student may work each week for all employers. If the number of hours exceeds the number of hours allowed by law, the issuing officer should contact the local Child Labor Inspector.

<http://www.in.gov/dol/2750.htm>

Minimum Wage and Overtime Pay

Employment of students in the program complies with all state and federal laws pertaining to the employment of youth including minimum wage regulations. [\(511 IAC 8-2-Sec. 5-\(3\)\)](#)

Wages are to be paid for the actual time the student is working. The student is to be paid for all work performed before the employment site officially opens, during work site hours, and after it closes. The fact that the work site is closed to the public does not alter this requirement.

Employers not covered by the Federal Minimum Wage Act will be covered by their state's minimum wage act. The state Department of Labor's Wage and Hour Office can provide guidelines. <http://www.in.gov/dol/2522.htm>

Breaks

Indiana law requires most Indiana employers to provide either one or two breaks (paid or unpaid) totaling 30 minutes to teens under the age of 18 who work six or more consecutive hours. http://www.in.gov/dol/files/Child_Labor_Poster_2-8-08.pdf

Worker's Compensation Law

Minors enrolled in cooperative education programs are treated as adult workers. Therefore, they are not subject to the double compensation that other minors receive if injured while working in a prohibited occupation. This exemption applies only if *all* conditions for student employment outlined in the state's vocational education legislation are met. (511 IAC 8)

Sexual Harassment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive work environment.

Ultimately the employer should take the steps necessary to prevent sexual harassment from occurring. Employers should clearly communicate to employees that sexual harassment will not

be tolerated. An effective complaint or grievance process should be established, with immediate and appropriate action taking place when an employee complains.

If students feel they have been sexually harassed, they should directly inform the harasser that the conduct is unwelcome and must stop. Students should use the employer complaint mechanism or grievance system available and notify the teacher-coordinator immediately. If necessary, students may file charges at any field office of the U.S. Equal Employment Opportunity Commission.

Health Issues

A health permit or food handler certificate may be necessary in order for students to work in occupations in which disease could be spread (food handling and health industry, for example). The application form can be obtained from the County Health Department or the Indiana Department of Public Health website.

Students participating in all clinical activities within a health science program are required to: (1) be trained in OSHA regulations, (2) understand the basic concepts of infectious disease, and (3) have the required immunizations (TB and Hepatitis). (Source: Memo from Jennifer Staley, May 2008, Health Career Specialist, Indiana Department of Education.)

Unemployment Benefits

The commitment between the work site and the school to train students exempts employers from paying unemployment benefits to students employed through cooperative CTE programs, even if the employer might be at fault for the student being fired. (Source: Chapter 8, Section 3(k) of the Indiana Employment Security Act, and Regulation 514, Rules and Regulations of the Indiana Employment Security Board.)

Affirmative Action

Students need to be aware of discriminatory practices and their rights but need to be cautioned to discuss these with teacher-coordinators before taking action.

Equal Employment Opportunities

If recommended procedures have been followed for developing work sites, most problems with discrimination should be eliminated. However, changes in supervisors often occur and some prejudices are not easily discovered. Therefore, teacher/coordinators and students need to be informed of Equal Employment Opportunity provisions. Check the Federal Equal Employment Opportunity questions and answers website, <http://www.eeoc.gov/facts/ganda.html> for the discriminatory practices, filing complaints, retribution, etc.

1. Discrimination in employment based on sex, race, color, religion, and national origin is forbidden.
2. Unequal pay and benefits for men and women who work in the same establishment and whose jobs require equal skill, effort, and responsibility is forbidden. Pay differences might be considered fair if based on seniority, merit, or quantity or quality of production. Jobs need to be substantially similar, not identical, to be covered by this.
3. Pregnant women have the same legal rights as other employees. If she can do the work, a woman cannot be denied employment or be forced to take a leave of absence.
4. No qualified person may be discriminated against because of physical or mental disability.
5. Claims of discrimination must be filed with the EEOC within 180 days of the incident. Employers will be informed within 10 days. If retaliation occurs, the EEOC will intervene and might even get a court order to stop retaliation.

Source: Federal Equal Employment Opportunity (EEO) <http://www.eeoc.gov/>

Family Leave and Medical Act

Since family leaves are designed for employees who have worked at least 1,250 hours and are employed for a year, and since students in cooperative education programs are assigned for temporary employment, this act does not apply to them. However, knowledge of its existence might prepare students for later employment situations.

Prohibited Occupations

Indiana law forbids employment of minors in occupations prohibited under the child labor provisions of the federal Fair Labor Standards Act. Check annually with the U.S. Department of Labor for restricted jobs and/or questions: <http://www.dol.gov>.

Cooperative Vocational Education programs are exempt from some restrictions that apply for other minors.

Restrictions on Hours and Days of Employment

Restrictions for minors 16 and 17 years of age must be followed. Check the Child Labor web page for current information: <http://www.in.gov/dol/2522.htm>.

Appendix A



Program Samples

Interdisciplinary Cooperative Education (I.C.E.)

Sample Course Outline

Course Materials:

Textbook: *Succeeding in the World of Work*
 Other Resources: Worksheets, web sites, resource speakers, newspapers

Major Standards:

CO-OP 5 Career Planning
 CO-OP 6 Communication
 CO-OP 7 Computation
 CO-OP 8 Economics
 CO-OP 5 Employment
 CO-OP 9 Human Relations
 CO-OP 10 Life Skills
 CO-OP 8 Safety/Wellness

Course Plan (Trimesters):

Standard	Concept	Classes	Chapters
6	Understanding the workplace	9	1
8	Health, safety & wellness	8	11
5	Retaining a job	9	10, 13, 8
1	Self-assessment	10	2
5	Employment acquisition	8	6, 7
1	Researching careers	10	3
6	Relationships at work	8	13

Standard	Concept	Classes	Chapters
1	Individual career planning	5	5
8	Safety on the job	4	11
6	Teamwork and leadership	10	14
7	Taxpayer responsibility	8	23
2	Professional communication	17	15
8	Safety	3	11
5	Workplace ethics	7	9
7	Banking services	4	21

Standard	Concept	Classes	Chapters
7	Workplace legal matters	5	12
7	Consumer economics	8	19
7	Managing money	6	20
7	Banking and credit	8	21
7	Buying insurance	8	22
5	Obtaining a job	6	6
2,3,4	Banquet implementation	8	Resources

Grade Determination:

The district grading scale will be used for the Related Class. The final grade will include projects, tests, quizzes, homework assignments, activity pages, and work reports.

Classroom Management:

1. Students will be in their seats when the bell rings with all materials, books, paper, and pen as needed for the day. School tardy policy will be used.
2. Students will use daily planners to track assignments.
3. Students will turn in work in class on due date unless illness prevents it. One day late earns maximum of 50%. Any work turned in later than one day shall receive no points.
4. Students will demonstrate respect to their peers as well as to the teacher/coordinator at all times. Individual conferences, parent contact, and office intervention will be utilized as needed.
5. Students will attend class and will work on the job as scheduled unless the appropriate paperwork is completed before the absence.
6. All other policies follow I.C.E. Student/Parent/School agreement and the school corporation Student Handbook.
7. Banquet fees* (\$45) are payable in the following options:
 - a. one payment - \$45 by November 1
 - b. two payments - \$25 by October 1 followed by \$20 by November 1
 - c. *banquet fee is fully refunded to any student who drops ICE during the first trimester only.

I.C.E. Related Class Curriculum Sample Course Outline

Health and Safety on the Job

2 Weeks

- a. Health
 - Nutrition
 - Exercise
- b. Safety
 - Fire
 - Drugs
 - Shoplifting
 - Robbery
 - Chemicals
 - OSHA
 - First Aid
- c. Wellness Education
 - Stress
 - AIDS
 - Cancer
 - Alcoholism
 - Time Management
- d. Project—Job Safety Manual

Career Planning

2 Weeks

- a. Analyzing Workplace Trends
- b. Career Pathways
- c. Goal Setting
- d. Applying Decision Making
- e. Developing a Career Plan
- f. Values and Attitudes

Communication

2 Weeks

- a. Processing Information
- b. Accessing Information
- c. Public Speaking
- d. Computer Skills
- e. Project—Job Presentation

Human Relations

10 Weeks

- a. Ethical Behavior
- b. Honesty
- c. Manners/Etiquette/Appearance
- d. Self-Esteem
- e. Career Education
- f. Team Building
- g. Chain of Command

- h. Conflict Resolution
- i. Anger Management
- j. Customer Service
- k. Sexual Harassment
- l. Diversity

Communication

2 Weeks

- a. Telephone
 - b. Listening
 - c. Writing Effectively
 - d. Using Body Language Effectively
- (Project -- Personal Job Manual)

Computation

2 Weeks

Life Skills/ Economics/ Lifelong Learning

7 Weeks

- a. Financial Management
- b. Personal Finance
 - Banking
 - Credit
 - Insurance
 - Taxes
- c. Legal Issues
- d. Self-Learning
- e. Self-Management

Communication

3 Weeks

Employer Appreciation Banquet

Employment

6 Weeks

- a. Completing a Job Application
- b. Developing a Resume
- c. Composing a Cover Letter
- d. Composing a Follow Up Letter
- e. Composing a Thank You Letter
- f. Participating in an Interview
- g. Preparing a Career Portfolio

PowerPoint Presentation Guidelines

To receive full credit for your PowerPoint Presentation, your presentation must include the following slides: Time requirement: 10 minutes. Point value: 200 points total.

This project is designed to be both a research project and a summary of your internship experience. Make sure your slides contain factual information. Use your mentor as a resource and research your career area to obtain information about further training/education needed, salary, etc.

1. **Title Slide** to include Internship Site, Your Name, Class Name, and Period.
2. **Introductory Slide** to include the following: Company name, address, city, state, zip, and your position title. (PICTURE OF COMPANY)
3. **Slide listing what your company produces, provides, etc.**
4. **Slide listing your mentor's name** and information about him/her, including education, training, etc.
5. **Slide listing your duties** (PICTURE OF YOU-Senior Pic is okay)
6. **Slide listing what you have learned**
7. **Slide listing what more you would like to learn/experience**
8. **Slide listing your career goals**
9. **Slide listing 5 things a person in this career area would do** (GRAPHIC)
10. **Slide indicating personality type/Holland Code**—list specific reasons why you think this personality type fits the career. (GRAPHIC)
11. **Slide indicating Aptitude/Skills—SCANS skills.** What do they have to be good at? Cite at least 4 and tell why they need these aptitudes/skills. (GRAPHIC)
12. **Slide stating Education Requirements.** List specific career major, years of schooling required, list 4 colleges that offer this career major—List tuition costs (if college is in Indiana, list in-state tuition; if college is NOT in Indiana, list out-of-state tuition costs.) Rank these in order from most expensive to least expensive. Include any licensing requirements and any licensing renewal requirements. Use <http://www.a2zcolleges.com/Majors/>, ICPAC under the specific career where it lists Indiana.
13. **Slide Stating Training/Experience.** List time required in weeks, months, etc. Is there a probationary period? If so, how long is the probationary period?

14. **Interview** with someone in this career field (includes 2 slides). First slide to be a flow chart—How did they obtain their current position? What was his/her journey to this position? Second slide—What advice do they have for someone wanting to enter into that career? Be sure to reference the person and his/her place of work as the title of these slides and the date you interviewed him/her.

15. Interview...

16. **Summary Slide** to include pros and cons of this career—both need to be included. Include a picture of yourself at your internship site.
17. **Reference Slide**—Include all references used, including name of the person you interviewed. Internet references should be in MLA format:

How to cite an Internet source (MLA format):

Title of Internet site in quotes, period inside the quotes. Space, space. Web site (including http) Online in parenthesis with a period inside the parenthesis. Internet provider (Internet Explorer) followed by a period. Date from the Internet site of date you got the information from that site in the following format: day month year, followed by a period.

Example:

“Snickers.” <http://www.snickers.com/> (Online.) Internet Explorer. 22 May 2002.

Additional Requirements: Use of appropriate graphics, use of appropriate transitions, blank slide at the beginning of the show, no spelling and grammar errors, notes (not sentences), speaker notes

DUE DATE: This presentation is due on Friday, June 3. You must have a printed version of your presentation printed with 6 slides per page plus CD/DVD of your presentation. You will present your slide show on Friday, May 25, 2007.

Power Point Presentation Rubric

	Excellent (38-40 pts.) (exceeded requirements)	Good (32-38 pts.) (met requirements)	Fair (21-31 pts.) (did not meet all requirements)	Unsatisfactory (0-20 pts.) (met few requirements)	Total
Content:					
• Included Activity, Interview, Graphics and/or Dressed Professionally					
• Demonstrated Depth/Knowledge of Subject					
Presentation Skills:					
• Organization	Information is presented in a logical, interesting sequence in which the audience can follow. Had more slides than the 12-Slide Format Requirement.	Information is presented in a logical sequence in which the audience can follow. Followed 12-Slide Format Requirement	Information presented is difficult to follow because the slides are not in a logical sequence. Had 10 of the 12-Slide Format Requirement.	Information presented has no sequence and cannot be understood. Had 8 slides or fewer of the 12-Slide Format Requirement.	
• Eye Contact	Student maintains eye contact with audience, seldom returns to his notes.	Student maintains eye contact most of the time but frequently returns to his notes.	Student occasionally uses eye contact, but still reads most of his presentation.	Student has no eye contact and reads all of the presentation.	
• Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that the audience members can hear the presentation.	Student pronounces most words clearly and correctly in a voice loud enough so that audience members can hear the presentation.	Student pronounces a few terms incorrectly in a low voice so that audience members have difficulty hearing.	Student pronounces most terms incorrectly in a low voice so that audience members have difficulty hearing.	
Total Points Possible - 200					

Problem Solving Model

S-O-L-V-E

S—STATE	Define the problem
O—OBSERVE	Research possible solution methods
L—LIST	Decide on the best solution methods
V—VALIDATE	Determine the correct solution
E—EXAMINE	Check your work

New Cooperative Education Program Suggested Calendar of Events

Program should be approved by the vocational director and student applications should be on file with Guidance Counselors before June

June	Determine Basic Operating Policies	Sept.	Hold Individual Conference With Students
	Discuss Cooperative Education Program With Guidance		Check on Student Insurance
	Organize Office Space		Arrange Meeting With Employer/Student
	Order Office Supplies		Complete Training Agreement
	Meet With Advisory Committee		Agree on Training Plan
	Contact Department of CTE for rules		File Copies of Work Permit
	Study and Evaluate Local Curriculum		Certify Work Permit Authorization
	Assess Vocational Needs of Students		Complete Student Placements
	Familiarize Yourself With Community		Begin Visiting Students
	Review Budget & Revise If Needed		Record Data of Site Visits
	Outline Plans and Develop Time		Complete Monthly Report of Activities
	Attend Spring Coordinator Conferences		Compute Monthly Mileage Log
	Plan Public Relations Program	Oct.	Chart Working Hours of Students
	Develop Criteria for Kinds of Training		Schedule Individual Student Conferences
	Prepare Plan for Student Selection		Reorganize Job Related Instruction
	Prepare Information Packet for Employers		Evaluate Student Progress at Work
	Order Related Instruction Materials		Create Individualized Related Assignments
	Complete Monthly Report of Activities		File State Preliminary Report (Form 30A)
	Compute Monthly Mileage Log		Complete Monthly Report of Activities
July	Take Vacation		Compute Monthly Mileage Log
August	Consult With Guidance Counselors	Nov.	Request Student Self-Evaluation
	Determine Maximum Number of Students		Inform Parents of Student Progress
	Develop Information for Parents/Students		Evaluate Progress Using Training Plan
	Review Federal/State Labor Laws		Attend Vocational Work Conference
	Obtain Work Permits and Forms		Meet With Advisory Committee
	Develop Interview Form for Employers		Inform School Faculty About Program Progress
	Interview Potential Employers		Outline Radio/TV Announcements
	Analyze Students' Interests		Write Article for Newspapers
	Obtain Intent to Employ Cards		Complete Monthly Report of Activities
	Design Students' Evaluation Methods		Compute Monthly Mileage Log
	Interview Potential Students	Dec.	Visit Student on Job
	Plan Classroom Facilities		Visit Homerooms to Explain Cooperative Education Programs
	Plan Office Facilities		Employers Evaluations
	Hold Parent Meeting		Plan Party for Mid-term Graduates
	Place Requisitions for Orders		Complete Monthly Report of Activities
	Organize Information Handbook to Carry		Compute Monthly Mileage Log
	Attend Career & Tech Ed Conference	Jan.	Visit Student on Job
	Match Students to Training Stations		Employers Evaluation
	Identify Accepted Students		Assess Placements for Needed Changes
	Begin Arranging Job Interviews		Complete Monthly Report of Activities
	Complete Monthly Report of Activities		Compute Monthly Mileage Log
	Compute Monthly Mileage Log	Feb.	Assess Placements for Needed Changes
Sept.	Arrange Classroom for Related Class		Invite Counselors to Visit Work Sites
	Hold Orientation Meeting for Students		Disseminate Student Guidance Information
	Start Related Class Instruction		Display Photographs of Students at Work
	Send Students Out for Interviews		Complete Monthly Report of Activities
	Orientation to Youth Organizations (CTSO)		Compute Monthly Mileage Log
	Elect CTSO Officers	March	Prepare News Release for School Paper
	Attend CTSO State Officer Elections		Visit Homerooms of Juniors
	File Intent to Employ Cards		Plan and Hold Assembly for Applicants

March	Place CTSO Photo in Yearbook	June	Prepare Annual Reports For Voc-Ed
	Interview Ensuing Cooperative Education Students		Follow Up Graduates
	Employers Evaluations		Organize Files
	Complete Monthly Report of Activities		Hold Orientation for New Students
	Compute Monthly Mileage Log		Vacation
April	Plan Employer Appreciation Banquet		
	Select Ensuing Cooperative Education Students		
	Review Facility Needs for Next Year		
	Revise Budget Requests for Next Year		
	Interview Prospective Employers		
	Visit Student on Job		
	Announce Progress in Faculty Bulletin		
	Complete Monthly Report of Activities		
	Compute Monthly Mileage Log		
May	Review Instructional Materials Needs		
	Hold Employer Appreciation Banquet		
	Improve Teaching Outlines		
	Make Out Vocational Awards		
	Survey Employers' Reaction to Program		
	Meet Ensuing Students and Orient		
	Help Ensuing Students With Summer Work		
	Evaluate Effectiveness of Work Sites		
	Take CTSO Students to State Contests		
	Present Program Summary to Administration		
	Collect All Materials		
	Employer Evaluation		
	Complete Monthly Report of Activities		
	Compute Monthly Mileage Log		

Existing Cooperative Education Program Suggested Calendar of Events

Jan.	Consult With Guidance Counselors Determine Maximum Number of Students Visit Homerooms of Juniors Plan and Hold Assembly for Applicants Disseminate Applications Visit Student on Job Complete Monthly Report of Activities Compute Monthly Mileage Log	July Aug.	Organize Files Assist Students With Interviews Revise Forms and Informational Packets Meet Prospective Employers Complete Monthly Report of Activities Compute Monthly Mileage Log Vacation Attend Career & Tech Ed Conference Hold Individual Conference With Students Check on Student Insurance Start Related Class Instruction Check Completion of Work Permits Complete Monthly Report of Activities Complete Student Placements Hold Parent Meeting Arrange Meeting With Employer/Student Complete Training Agreement Agree on Training Plan Begin Visiting Students Record Data of Site Visits Orientation to Youth Organizations(CTSO) Elect CTSO Officers Secure Employer Appreciation Banquet Date File State Preliminary Report(Form 30A) Attend CTSO State Officer Elections Complete Monthly Report of Activities Compute Monthly Mileage Log
Feb.	Receive Completed Applications Employers Evaluations Attend Spring Coordinator Conferences Visit Student on Job Invite Counselors to Visit Work Sites Display Photographs of Students at Work Complete Monthly Report of Activities Compute Monthly Mileage Log	Sept.	Chart Working Hours of Students Schedule Individual Student Conferences Reorganize Job Related Instruction Evaluate Student Progress at Work Create Individualized Related Assignments Meet With Advisory Committee Visit Student on Job Complete Monthly Report of Activities Compute Monthly Mileage Log
March	Prepare News Release for School Paper Place CTSO Photo in Yearbook Interview Applicants Complete Monthly Report of Activities Compute Monthly Mileage Log	Oct.	Request Student Self-Evaluation Inform Parents of Student Progress Evaluate Progress Using Training Plan Inform School Faculty About Program Progress Visit Student on Job Outline Radio/TV Announcements Write Article for Newspapers Complete Monthly Report of Activities Compute Monthly Mileage Log
April	Plan Employer Appreciation Banquet Select Co-Op Students Review Facility Needs for Next Year Revise Budget Requests for Next Year Interview Prospective Employers Visit Student on Job Announce Progress in Faculty Bulletin Complete Monthly Report of Activities Compute Monthly Mileage Log	Nov.	Visit Student on Job Attend Vocational Conference Order Related Instruction Materials Complete Monthly Report of Activities Compute Monthly Mileage Log
May	Place Requisitions for Orders Identify Accepted Students Match Students to Training Stations Begin Arranging Job Interviews Hold Employer Appreciation Banquet Employers Evaluate Students Hold Orientation Meeting for Students Send Students Out for Interviews Make Out Vocational Awards Survey Employers' Reaction to Program Evaluate Effectiveness of Work Sites Take CTSO Students to State Contests Present Program Summary to Administration Collect All Materials Complete Monthly Report of Activities Compute Monthly Mileage Log	Dec.	
June	Revise Related Class Curriculum Prepare Annual Reports For Voc-Ed Follow Up Graduates Hold Orientation for New Students		

Appendix B



Frequently Asked Questions

Frequently Asked Questions

1. [How many students are necessary to offer a state-certified cooperative education program?](#)
2. [How much coordination time is needed?](#)
3. [Can teachers other than cooperative education coordinators supervise cooperative education programs](#)
4. [Who evaluates the students?](#)
5. [Who should I contact for questions about specific programs?](#)
6. [Should there be minimal safety training before placement?](#)
7. [Who is liable for students in cooperative education programs?](#)
8. [Can students legally work without pay?](#)
9. [How long can a student be in the program without a job?](#)
10. [What do I do on a job visit?](#)
11. [What forms do I need for the program?](#)
12. [How do I grade the work portion of the program?](#)
13. [How do I handle students who have boyfriends, girlfriends, or family at the work site?](#)
14. [How do I handle excessive absenteeism or tardiness at the work site?](#)
15. [How do I handle the misuse of breaks at the work site?](#)
16. [How do I handle people coming to the work site to visit the student?](#)
17. [How do I handle students who do not want to accept criticism or supervision?](#)
18. [What about students who show a lack of interest in their job?](#)
19. [How do I handle the student who thinks he/she knows it all already?](#)
20. [How do I handle the immature or irresponsible student?](#)
21. [How do I handle the student who is insecure about doing a good job?](#)
22. [How do I handle the student who performs below production expectation or performs below acceptable quality?](#)
23. [What if there is a misunderstanding about fringe benefits, wages, or hours?](#)
24. [How do I handle an uncooperative or stubborn student?](#)
25. [How do I handle an uncooperative work site supervisor?](#)
26. [How do I handle a work site supervisor who uses unacceptable business practices?](#)
27. [What will be the criteria for school attendance and attendance at the work site?](#)
28. [How will the school encourage participation in the related CTSO?](#)
29. [How will the school ensure compliance to rules and regulations of the work site?](#)
30. [Will the school increase requirements for issuing credit or use state adopted guidelines?](#)
31. [If students are released early from school to participate in cooperative education programs, where will they go in the afternoons prior to being placed for employment?](#)
32. [What happens if a student terminates employment without the consent of the teacher/coordinator?](#)
33. [What happens if the student loses a job because of personal fault?](#)

34. [What if a student loses his/her job through no fault of his/her own?](#)
35. [Should students be expected to attend employer appreciation events?](#)
36. [Will students need insurance coverage?](#)
37. [Who is responsible for transportation?](#)
38. [How do I handle an emancipated student?](#)
39. [How many members comprise an advisory committee?](#)
40. [Does the teacher/coordinator have to teach the related class?](#)
41. [Can students bank work hours?](#)
42. [What should I do if I'm not being given sufficient coordination time?](#)
43. [Can a student enter the program half-way through the school year?](#)
44. [Can students still receive credit for the work experience if they haven't worked the required number of hours per grading period due to illness, college days, or other school activities?](#)
45. [How do I handle a student who has been incarcerated?](#)
46. [Can disadvantaged and handicapped students participate in a cooperative education program?](#)
47. [Does a student enrolled in the ICE program qualify as an early childhood practicum student for employment in a state-licensed child care center?](#)
48. [Is it possible for students to take co-op for the first semester and then graduate after the first semester?](#)
49. [What do I do when a student does not have a social security number?](#)
50. How can I evaluate the effectiveness of the related course work and know that it is relevant to the work experience of my students?

Answers to Frequently Asked Questions

1. How many students are necessary to offer a state-certified cooperative education program?

That is the decision of each school corporation: budget constraints, staffing, etc. are factors which must be considered in the decision. State vocational funding for CTE cooperative education programs may provide an incentive for corporations to offer programs with smaller numbers than regular classes. [Back to Frequently Asked Questions](#)

2. How much coordination time is needed?

Teacher/coordinators should have 10 hours per week for up to 20 students, not including their plan period. For enrollment over 20, teacher/coordinators should be given an additional 30 minutes per student per week. [Back to Frequently Asked Questions](#)

3. Can teachers other than cooperative education coordinators supervise cooperative education programs?

No, the properly licensed teacher/coordinator is the one who is responsible for and must supervise the program and students. [Back to Frequently Asked Questions](#)

4. Who evaluates the students?

The teacher/coordinator and the work site supervisor evaluate student performance. The teacher/coordinator grades/evaluates the student on the classroom portion. The work site supervisor evaluates the student for the on-the-job training portion with input from the teacher/coordinator. The teacher/coordinator issues the final grade based on both evaluations. [Back to Frequently Asked Questions](#)

5. Who should I contact for questions about specific programs?

Julie Yeater, Career Preparation Specialist
Division of College and Career Preparation
Indiana Department of Education
Room 229 State House
Indianapolis, IN 46204-2798
317 232-9168-Work 317 232-9121-Fax
jyeater@doe.in.gov

[Back to Frequently Asked Questions](#)

6. Should there be safety training before placement?

According to the administrative rules [511 IAC 8-2-4](#) Program Requirements, Safety is taught as an integral part of the instructional program, both in the classroom and the training station. Proper instruction in safety and accident prevention is a responsibility of the teacher/coordinator, prior to, as well as during, the student's on-the-job experience. Each work site supervisor shall teach safety and accident prevention on the job.

[Back to Frequently Asked Questions](#)

7. Who is liable for students in cooperative education programs?

The school corporation, parent/guardian, student and employer all share in this responsibility. Thus, it is important to have signed training agreements and training plans in place before the student is placed at the work site.

[Back to Frequently Asked Questions](#)

8. Can students legally work without pay?

No. In a cooperative education program students must be employed in PAID positions. Students may work without pay in other work-based programs such as job shadowing and internships.

[Back to Frequently Asked Questions](#)

9. How long can a student be in the program without a job?

The maximum amount of time a student can be enrolled in the cooperative work experience program without a job is two weeks. This amount may be less depending upon circumstances and individual school policies. Students are still required to meet the 540 hours per year to obtain credit.

[Back to Frequently Asked Questions](#)

10. What do I do on a job visit?

(Refer to Section V, [Site Visits](#))

[Back to Frequently Asked Questions](#)

11. What forms do I need for the program?

Several forms are necessary while others are optional. Refer to Section II, [Document Management](#).

[Back to Frequently Asked Questions](#)

12. How do I grade the work portion of the program?

The on-the-job training portion of the grade is based on the work site supervisor's evaluation of the student's performance. The teacher/coordinator should provide a standard evaluation form to each supervisor at least a week prior to the end of the grading period. The supervisor assesses how the student has mastered the performance expectations that are listed on the training plan. The teacher/coordinator should confer with the supervisor about the evaluation or the evaluation can also be completed cooperatively with the work site supervisor and the teacher/coordinator. Additionally it is recommended that the teacher/coordinator conference individually with each student to discuss the evaluation. Sometimes each student is asked to do a self-evaluation. Parents may also be asked to sign and return grade cards/on-the-job evaluations.

Once the evaluation is secured, the scores are tabulated and a grade is assigned in keeping with the grading policies of the local school.

[Back to Frequently Asked Questions](#)

13. How do I handle students who have boyfriends, girlfriends, or family at the work site?

This situation can best be handled *prior* to placing the student at the work site. It is best not to place a student in a family business; however, it may be necessary due to the student's career cluster/pathway. The teacher/coordinator should explain the program policies thoroughly to the parent before the training begins. It should be explained that someone other than a family member should supervise and evaluate the student. Then the teacher/coordinator needs to make frequent, unscheduled visits to the work site.

In the case of boyfriends or girlfriends, the easiest thing to do is to communicate thoroughly with the work site supervisor and coordinate expectations and procedures for ensuring that conflict does not occur during the term of the employment.

[Back to Frequently Asked Questions](#)

- 14. How do I handle excessive absenteeism or tardiness at the work site?**
The attendance/tardy policy should be thoroughly defined in the training agreement, at student/parent conferences, and with the work site supervisor. Weekly work reports should be monitored closely to verify attendance. Communicate with the work site supervisor that you want to be informed when the student is absent or tardy. Normally, the work site supervisor will explain the company policy to the student, and it will be in written form also. When attendance becomes an issue, confer with the student and explain what action will be taken if further absenteeism or tardiness occurs. A phone call to the parent/guardian at this point usually helps. Another option may be to create a written student improvement plan to address these issues.
- [Back to Frequently Asked Questions](#)
- 15. How do I handle the misuse of breaks at the work site?**
If the student is taking too many breaks or extending the time of the break, the work site supervisor should confer with the student and teacher/coordinator. Remind the student that the employer is not obligated to grant a break, except when following the [Teen Break Law](#). ([See Legal section](#))
- [Back to Frequently Asked Questions](#)
- 16. How do I handle people coming to the work site to visit the student?**
It is unprofessional, leaves a bad impression with the employer, and could jeopardize the job. Proper workplace behavior must be addressed in the related classroom instruction. If the situation continues, the work site supervisor should contact the teacher/coordinator. Another option may be to create a written student improvement plan to address these issues.
- [Back to Frequently Asked Questions](#)
- 17. How do I handle students who do not want to accept criticism or supervision?**
The relationship between the student and the work site supervisor requires supervision and will occasionally involve correction that may take the form of criticism. Criticism is feedback and part of the learning process. Discussion during the related classroom component or an individual conference with the student will help to address these concerns.
- [Back to Frequently Asked Questions](#)
- 18. What about students who show a lack of interest in their job?**
Ascertain the cause of the problem and make adjustments in the training plan as necessary. ([See Training Plans](#))
- [Back to Frequently Asked Questions](#)
- 19. How do I handle the student who thinks he/she knows it all already?**
Confer with the student and work site supervisor and enlist help from the parent/guardian. Consider making adjustments in the training plan to adjust work site responsibilities. You may have to remove the student from that particular work site.
- [Back to Frequently Asked Questions](#)
- 20. How do I handle the immature or irresponsible student?**
Confer with the student and set goals to improve behavior. (Student Improvement Plan) Then monitor the situation and make adjustments to the training plan if the behavior does not improve. A time frame for improvement should be included.
- [Back to Frequently Asked Questions](#)

21. **How do I handle the student who is insecure about doing a good job?**
Meet with the work site supervisor and request that a mentor be chosen to work with the student. Visit the work site often and praise the student for his/her accomplishments at the work site.
[Back to Frequently Asked Questions](#)
22. **How do I handle the student who performs below production expectation or performs below acceptable quality?**
Confer with the work site supervisor and student to determine the cause. Then cooperatively set goals for the student to attain. If improvement is not noted, make adjustments to the training plan as necessary. [Back to Frequently Asked Questions](#)
23. **What if there is a misunderstanding about fringe benefits, wages, or hours?**
Have a three-way meeting with the work site supervisor, student, and teacher/coordinator. Refer to the signed training agreement and then cooperatively work out a solution that will satisfy all parties involved.
[Back to Frequently Asked Questions](#)
24. **How do I handle an uncooperative or stubborn student?**
Confer with the student about acceptable behavior. Help him/her to set goals and a timeline in which to achieve them. A student/parent/teacher conference may be helpful. Closely monitor the situation and provide feedback and positive reinforcement. If no positive change occurs, remove the student from the program.
[Back to Frequently Asked Questions](#)
25. **How do I handle an uncooperative work site supervisor?**
Confer with the supervisor about concerns he/she has with the program. Review program guidelines and responsibilities. Re-evaluate the employer's commitment to the program. It may be necessary to discontinue working with this supervisor.
[Back to Frequently Asked Questions](#)
26. **How do I handle a work site supervisor who uses unacceptable business practices?**
Remove the student from the work site immediately.
[Back to Frequently Asked Questions](#)
27. **What will be the criteria for school attendance and attendance at the work site?**
Students who are absent from school should not go to the work site. When school is not in session, students may be scheduled to work. Be sure these issues are included in your training agreement.
[Back to Frequently Asked Questions](#)
28. **How will the school encourage participation in the related CTSO?**
Participation in the CTSOs are an integral part of the program. CTSO activities are co-curricular and should be incorporated in the curriculum. It is up to the teacher/coordinator to stress the benefits of student participation. Consult the state leadership of the CTSO about how to start a new chapter. Consult fellow teacher/ coordinators in your community who currently are chapter advisors. (See [CTSO section](#) and resource page)
[Back to Frequently Asked Questions](#)
29. **How will the school ensure compliance to rules and regulations of the work site?**
The teacher/coordinator should conduct a [site visit](#) at least 2 to 3 times per grading period. He/she should request that the work site supervisor phone the teacher/coordinator if rules and regulations are not being followed.
[Back to Frequently Asked Questions](#)

30. Will the school increase requirements for issuing credit or use state adopted guidelines?

School administration should use state adopted guidelines for issuing credit. Schools wishing to issue additional credits must secure a course waiver from the Indiana Department of Education.

[Back to Frequently Asked Questions](#)

31. If students are released early from school to participate in cooperative education programs, where will they go in the afternoons prior to being placed for employment?

Refer to school corporation policy.

[Back to Frequently Asked Questions](#)

32. What happens if a student terminates employment without the consent of the teacher/coordinator?

Remove the student from the program. ([Refer to Job Termination and Changes](#))

[Back to Frequently Asked Questions](#)

33. What happens if the student loses a job because of personal actions?

Investigate the incident. Take action based on the circumstances. If unsure, confer with a colleague in the area, school administrator, counselor, or contact the IDOE Cooperative Education Program Specialist. Notify the parent/guardian of the decision. Another option may be to create a written student improvement plan to address the situation.

[Back to Frequently Asked Questions](#)

34. What if a student loses his/her job through no fault of his/her own? (i.e.—company goes out of business)

Try to place the student at a different work site that closely corresponds with his/her career cluster/pathway objective as soon as possible.

[Back to Frequently Asked Questions](#)

35. Should students be expected to attend employer appreciation events?

Yes. Attendance is mandatory. Employer appreciation events honor the employer and the sacrifices they make to train the student. It is a matter of common courtesy. Programs should make every effort to honor participating employers through an appreciation event such as a breakfast, banquet, etc.

[Back to Frequently Asked Questions](#)

36. Will students need insurance coverage?

The work site covers the student in case of an accident on-the-job. This is a prerequisite for placement. All other situations are the responsibility of the parent/guardian. Proof of auto insurance coverage is imperative before allowing a student to drive to the work site.

[Back to Frequently Asked Questions](#)

37. Who is responsible for transportation?

It is the responsibility of the student and parent to provide transportation to the work site. This requirement should appear in the Student/Parent/School agreement and the rules and regulations of the cooperative education program. Students who are unable to get to work may be removed from the program.

[Back to Frequently Asked Questions](#)

38. How do I handle an emancipated student?

Check with the guidance department and administrator to make sure the student is legally emancipated according to Indiana law. Then the student shall assume responsibility for his/her actions/paperwork.

[Back to Frequently Asked Questions](#)

39. How many members comprise an advisory committee?
A minimum of five business, industry, and labor representatives is required. More may be added depending on the size and scope of the cooperative education program.

[Back to Frequently Asked Questions](#)

40. Does the teacher/coordinator have to teach the related class component?

Yes.

[Back to Frequently Asked Questions](#)

41. Can students bank work hours?

Students may bank work hours until credit is granted for the semester/term. Summer hours may be banked as long as the teacher/coordinator is contracted by the school corporation during the summer to supervise the student on-the-job.

[Back to Frequently Asked Questions](#)

42. What should I do if I'm not being given sufficient coordination time?

Confer with the school administrator, and show him/her the requirements for release time. If you need further assistance, contact Julie Yeater, Program Specialist for Cooperative Education or have the administrator contact her.

[Back to Frequently Asked Questions](#)

43. Can a student enter the program half-way through the school year?

No, it is a full-year program.

[Back to Frequently Asked Questions](#)

44. Can students still receive credit for the work experience if they haven't worked the required number of hours per grading period due to illness, college days, or other school activities?

Students must work an average of 15 hours per week for a full year and a total of 540 hours. Refer to [511-IAC-8-2-Sec. 5-\(6\)](#).

[Back to Frequently Asked Questions](#)

45. How do I handle a student who has been incarcerated?

Refer to school board policy.

[Back to Frequently Asked Questions](#)

46. Can disadvantaged and handicapped students participate in a cooperative education program?

Yes:

Disadvantaged and handicapped students shall be mainstreamed in regular vocational education programs whenever possible. Modification of programs and additional services are recommended to facilitate this inclusion where practicable.
511-IAC 8-2-Sec. 3-(3)

[Back to Frequently Asked Questions](#)

47. Does a student enrolled in the ICE program qualify as an early childhood practicum student for employment in a state-licensed child care center?

The Family and Social Services Administration, Division of Family and Children established state rules that govern state-licensed child care centers. These rules specify criteria for employees in licensed centers, as follows:

470 IAC 3-4.7-30 Early childhood practicum students

Authority: IC 12-13-5-3

Affected: IC 12-17.2-4

Sec. 30. (a) Centers may count early childhood practicum students under eighteen (18) years of age in child/staff ratios with the following conditions:

- (1) They attend a high school early childhood program.
- (2) They are seventeen (17) years of age or sixteen (16) years of age if working at their on-site vocational child care center.
- (3) They are assigned to a lead caregiver who provides supervision at all times.
- (4) They are never left alone with a group of children.
- (5) They are not counted in the child/staff ratio of infant or toddler rooms.

(b) Early childhood practicum students from colleges or universities may serve in any capacity for which they are qualified. (*Division of Family Resources; 470 IAC 3-4.7-30; filed Aug 11, 2003, 3:00 p.m.: 27 IR 126*)

To meet the requirements for early childhood practicum students, the students must be enrolled in Education and Early Childhood and their work experience must be done under a teacher properly licensed to teach Education and Early Childhood. Students enrolled in an ICE program are generally not considered to meet criteria required to be designated as early childhood practicum students. For additional clarification, contact Peggy Wild, State Specialist for Family and Consumer Sciences, at pwild@doe.in.gov or 317-232-9169.

[Back to Frequently Asked Questions](#)

48. Is it possible for students to take co-op for the first semester and then graduate after the first semester?

No, Cooperative Education courses are all full year courses and may not be taken for only one semester.

[Back to Frequently Asked Questions](#)

49. What do I do when a student does not have a social security number?

Students without social security numbers are not able to be employed in a cooperative education program. It would be best for them to enroll in the Professional Career Internship class to participate in unpaid workplace experiences.

[Back to Frequently Asked Questions](#)

50. How can I evaluate the effectiveness of the related course work and know that it is relevant to the work experience of my students?

Conducting an end-of-year survey of all employers may provide feedback to your instructional process and curriculum. Another way to gain feedback is to discuss this issue with your advisory committee.

[Back to Frequently Asked Questions](#)

If a problem arises at the work site, prompt action should be taken to solve the problem.

Appendix C



Glossary

Glossary

Advisory Committee: A group of persons representing both the educational and the business community, which gives recommendations that may be used for the development and improvement of (CTE) career and technical education.

Agricultural Education Program: Agricultural Education combines the home, the school, and the community as the means of education in agriculture. The vision and mission of Agricultural Education is: that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices.

All Student Populations: Both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, Native Alaskans, Native Americans, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropout, and academically talented students.

Applied Academic Skills: Concepts from the major disciplines which are utilized by students to master performance expectations within a specific occupation.

Apprentice: A person at least 16 years of age who is engaged in learning a recognized skilled trade through actual work experience under the supervision of journeypersons/craft persons. Training should be combined with coordinated study of related technical and supplementary subjects. This person should enter into a written agreement with a registered apprenticeship sponsor.

Apprenticeship Training Program: A program registered with the Department of Labor or the State Apprenticeship Act that is conducted or sponsored by a BAT-approved employer and a union, and that contains all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices.

Articulation: The process of mutually agreeing upon performance expectations transferable between institutions and programs for advanced placement or credit in a CTE program.

Articulation Agreements: A written agreement or a system-wide written policy which links two or more educational systems to help students make a smooth transition from one level to another without experiencing delays, duplication of the course, or loss of credits.

Bureau of Apprenticeship and Training (BAT): BAT is the division within the United States Department of Labor that is responsible for the oversight of apprenticeship programs. BAT sets apprenticeship standards and monitors registered programs.

Business and Information Technology Program: A program of instruction to prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as: preparing, transcribing, systematizing, and preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business duties.

Career and Technical Education (formerly Vocational Education): A public education program providing educational experiences that enhance the career and technical development process of exploring, establishing, and maintaining oneself in worker, family member, and citizen roles. One of its unique contributions is the development of occupational competencies.

Career and Technical Student Organizations (CTSO): Career and technical student organizations are for individuals enrolled in career and technical education programs, which engage in activities as an integral part of the instructional program. Such organizations must have state and national units, which aggregate the work and purposes of instruction in career and technical education at the local level—i.e., BPA, DECA, FCCLA, HOSA, and SkillsUSA.

Career Academy: A learning community in which small groups of students with common teachers participate in integrated academic and career/technical courses related to a career focus area. Examples: Project Lead-the-Way (engineering); Finance Academy.

Career Cluster: A broad set of related occupations used when organizing career information, instruction, and student opportunities. Career Clusters provide a way for schools to organize instruction and student experiences around [sixteen broad categories](#) that encompass virtually all occupations from entry through professional levels. Resources such as KNOWLEDGE AND SKILLS STRUCTURES and BROCHURES are available for each of the sixteen clusters. Read about the [16 national Career Clusters](#).

Career Development: A lifelong process which involves a series of experiences, decision and interactions, which taken cumulatively, result in the formulation of a viable self-concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

Career Education: Instruction including exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives.

Career Guidance and Counseling: Programs that: (a) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupations, education, and labor market needs, trends, and opportunities; (b) assist individuals in making and implementing informed educational and occupational choices, and (c) aid students to develop career options with attention to overcoming gender, race, ethnicity, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment.

Career Majors: The Indiana Department of Workplace Development encourages community-based efforts to connect classroom learning with career preparation via [Career Majors](#). By reinforcing rigorous academics with exposure to the workplace, the Career Majors approach broadens students' career choices and opportunities—showing them why school is important. Students get rigorous instruction in math, science and language arts, plus exposure to the workplace, helping them see how their classes relate to real life.

Career Pathway: A recommended sequence of general/liberal and career/technical courses related to a career focus area that students use as a resource when developing their high school course plans.

CIP CODE: Classification of Instructional Programs code is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. The CIP is the accepted federal government statistical standard on instructional program classifications.

All CTE courses have a CIP code(s) that crosswalks with the course content. State vocational dollars that are requested on the Form 30A each September are reported using CIP codes. Cooperative education programs use the CIP code that relates to the student's career pathway, which should be the same as the work site experience.

Clinical Experiences: Clinical experiences are school-based or on-the-job based placement in the health science area in which students are taught academic and occupational skills from school or employee instructors who supervise and evaluate their work. School-based clinical experiences typically expose students to situations and settings they might encounter once they enter a profession. Simulations and role-playing allow students to enhance their professional skills in school under the direction of a classroom teacher. On-the-job clinical experiences offer students real-life activities in a professional setting. These experiences offered under the direction of a practicing employer are designed to help students learn the skills and attitudes necessary to become a competent practitioner. Cooperative education teacher/coordinators monitor both students and clinical instructors to ensure that appropriate instruction occurs. Students successfully completing a clinical experience program may qualify for industry certification or may receive credits that may be applied toward a professional degree.

Competency: A learned student performance that can be accurately repeated and measured. Instruction based on incumbent worker-validated statements of student outcomes (competencies) that clearly describe what the student will be able to do as a result of the instruction is considered to be competency-based. Evaluation of students is based upon their ability to perform the outcomes specified in the competency.

Competency Based Education: Education designed and organized so that students specifically master the skills, knowledge, and attitudes identified as necessary for successful performance in an occupational area.

Connecting Activities: Activities assigned to the student to reinforce performance expectations attained both in the classroom and on the job. Many CTSO opportunities could be considered connecting activities.

Consortium: A group of two or more school districts, employers, and other partners that is organized around the common goal of establishing a work-based learning system in the community.

Cooperative Education: A method of instruction that enables students to combine academic classroom instruction with on-the-job training in a career area of choice.

Coordination: The process of organizing, developing and maintaining effective relationships among all groups and individuals involved in cooperative education so that students receive the best possible preparation for a career.

DEO: Department of Employment Opportunity <http://www.state.gov/p/io/empl>

DWD: The Indiana Department of Workforce Development is involved with helping Hoosiers prepare for rewarding careers and good jobs through lifelong learning. The Indiana Department of Workforce Development offers a vast array of programs and services to help Hoosier workers and employers stay competitive in an ever-evolving workforce. <http://www.in.gov/dwd/>

Disadvantaged: Persons who have academic, socioeconomic, cultural, or other disabilities that prevent them from succeeding in CTE programs designed for persons without such disabilities, and who for that reason require specially-designed educational programs or related services. The term includes persons whose needs for such progress or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped.

EEOC: Equal Employment Opportunity Commission is a federal agency that focuses on the elimination of illegal discrimination from the workplace.

Employee: Any person employed by or permitted to work for an employer for pay.

Employer: Any person, corporation, partnership, agency, or firm who employs an employee and includes any person, either individual, corporation, partnership, agency, or firm acting directly or indirectly in the interest of an employer in relation to any employee.

Employment Certificate: See [work permit](#).

Extended Contract: A period of employment beyond the regular school term or regular school day during which the teacher/coordinator devotes time to instruction, work site visit and/or development of curriculum.

FLSA: The Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, recordkeeping, and child labor standards affecting full-time and part-time workers in the private sector and in Federal, State, and local governments.

Family and Consumer Sciences Program: Occupational Family and Consumer Sciences preparation includes acquisition of problem solving, decision making, higher order thinking, communication, literacy, and numerical skills in applied workplace settings. It is the aim of OFACS courses that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives and careers. Occupational Family and Consumer Sciences programs help students prepare for careers in which they may function as a catalyst for individuals and families.

Field Trips: Field trips to the work site involve classes or small groups of students visiting appropriate work sites during elementary and middle school years. These activities are supervised and designed to explore a variety of jobs. High school students spend time at job sites interviewing employers and employees as part of an assigned class project.

General Related Instruction: Instructional topics that are important for all students to know in a free enterprise system regardless of the type of cooperative education program offered.

Health Occupations Education Program: Health Occupations Education is a CTE program with primary goals of providing students with opportunities to gain an understanding of the health care industry, explore career options in health care, and acquire the knowledge, skills, and credentialing for employment and further education. The primary focus of the program is to help students gain insight into the overall health care industry, explore various health related careers, develop competency in marketable entry level skills, and prepare for entrance into postsecondary education. The program is designed to teach students to function effectively as health care providers with the ability to think critically, communicate effectively, access and use information systems, function in an racially and culturally diverse society, and to practice and promote a healthy lifestyle and disease prevention.

HIPAA: The Health Insurance Portability and Accountability Act of 1996 (HIPAA) has goals and objectives to streamline industry inefficiencies, reduce paperwork, make it easier to detect and prosecute fraud and abuse and enable workers of all professions to change jobs, even if they (or family members) had pre-existing medical conditions.

Indiana Department of Education (IDOE): The Indiana Department of Education provides support to local school corporations, develops standards for various content areas, collects school data, and provides other services for the K-12 education system. Program specialists are available in all CTE areas. <http://www.doe.state.in.us/>

Indiana Department of Labor (IDOL): Our mission statement is: "Working to make Indiana businesses clean and safe and wages fair and competitive." Our dedicated team members work within one of the following divisions. Each division has a specific role in executing a portion of our mission. We hope you will explore the divisions to fully understand what we do. [INSafe](#), [IOSHA](#), [Child Labor](#), [Wage & Hour](#), [Statistics](#), [Bureau of Mines](#)

Industry Skill Standards: National voluntary industry skill standards that include content from multiple disciplines that define what productive workers in an occupational cluster or industry sector need to know and be able to do.

Integrated and Applied Curriculum: The integration of academic and technical curricula designed to bring together related concepts, generalizations, critical thinking skills and processes, combined with techniques providing students the opportunity to apply their knowledge and skills through authentic tasks/assessments.

Interdisciplinary Cooperative Education (I.C.E.): A career exploration study program that accepts students with various career interest areas and utilizes the three facets of cooperative education—the related class, on-the-job training, and varied CTSO's.

Internship (for students): Student internships are situations where students work for a specific period of time to learn about a particular industry or occupation. Non-paid experiences are normally limited to less than 18 weeks. Students' on-the-job activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. Internships may include community service (service learning) placements if they meet the above requirements and are related to the student's program of study/career pathway. <http://www.doe.state.in.us/octe/bme/pdf/Co-op/InternshipManual.pdf>

Internship (for teachers): Teacher internships are on-the-job experiences at a particular job or firm to learn specific skills or rotate throughout the firm to learn all aspects of the industry in which they are employed. These experiences may or may not include financial compensation.

IOSHA: The Indiana Occupational Safety and Health Administration, [IOSHA](#).

Job Shadowing: Job shadowing is typically a part of career exploration activities in late middle and early high school grades. A student follows an employee at a business for one day to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school.

Laboratory Training: Experimentation, practice, or simulation by students under the supervision of an instructor.

Local Education Agency (LEA): Refers to the local school authority, i.e., school district.

Marketing Education Program: Marketing involves, but is not limited to, such diverse activities as selling, marketing-information management, advertising, product design, distribution, pricing, purchasing, and financing. It is performed in profit and nonprofit businesses, organizations, and agencies of all types and sizes. Marketing is, therefore, a multi-faceted, critical business function that is interwoven with such social sciences as economics, psychology, and sociology. Its successful performance depends on the application of mathematics and communication skills and the use of critical thinking and problem solving. Entrepreneurship is also a component of marketing.

Mentor Training: Training for work-site mentors which includes a review of the role and responsibilities of a work-site mentor; supervision techniques and teaching methodologies appropriate for adolescents; integrating on-the-job training; and student performance evaluation techniques.

Minor: An individual under the age of 18. Child labor laws apply to minors. [Child Labor](#)

Non-Traditional Employment: Occupations or fields of work for which individuals of one gender comprise less than 25 percent of those employed in the occupation or field of work. (Perkins Act)

Occupational Objective: A career interest selected by the student, the preparation for which is the purpose for the student's career and technical instruction in the classroom and on-the-job.

On-The-Job Training Component: A cooperative work experience planned and supervised by a teacher/coordinator and the supervisor in the employment setting.

OSHA: Occupational Safety and Health Administration is a federal agency.
<http://www.osha.gov/>

Performance Competencies: The models designed to serve as a guide in the establishment, maintenance, and evaluation of quality CTE programs.

Post Secondary Educational Institution: An institution legally authorized to provide post-secondary education within a state.

Professional Development: Providing training and/or orientation to teachers, counselors, and administrators on topics related to their content areas.

Program of Study: As defined by Perkins IV, a Program of Study identifies options for students to use when planning course work and other education activities that lead to a career pathway. A program of study specifies secondary and post secondary courses, includes academic and CTE content in a coordinated, non-duplicative progression of courses, dual-credit opportunities, and industry-recognized credentials or associate or baccalaureate degree goals.

Proof Of Age: Any official government document that indicates a minor's date of birth (for example, a copy of a birth certificate or a driver's license, a completed I-9 form, or a statement from the local school authorities stating the minor's date of birth).

Related Class Component: The course component taught by the teacher/coordinator that is taken concurrently with the students' on-the-job experiences and that provides instruction directly related to the students' occupational needs (i.e., job skills and occupational survival skills).

School-Site Mentor: A professional employed at the school who is designated as the advocate for a particular student, and who works in consultation with the classroom teachers, counselors, related service personnel, and the employer of the student to design and monitor the progress of the student.

Secretary's Commission on Achieving Necessary Skills (SCANS): Performance-based skills established by the Commission of the U.S. Department of Labor built around a three-part foundation of basic skills, thinking skills, and personal qualities that together reflect the skills necessary for the changing workplace. They include resources, interpersonal, information, systems, and technology.

Service Learning: Service learning is an instructional method that combines community service with a structured school-based opportunity for reflection about that service, emphasizing the connections between service experiences and academic learning. Although most service learning activities vary by educational purpose, most programs balance students' need to learn with recipients' needs for service. Students benefit by acquiring skills and knowledge, realizing personal satisfaction and learning civic responsibility, while the community benefits by having a local need addressed.

Sexual Harassment: Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

Skill Standards: Skills defined by business, industry, labor, and education that students must achieve in order to earn a skill certificate from the Department of Workforce Development, the Department of Education and/or any other authorized state or national agency.

Specific Related Instruction: Instructional topics that tend to make an individual more proficient in one occupational area than in another occupational area and are sometimes referred to as technical or job-related instruction.

Standard/Performance Expectation: A content standard states the understanding and competency that students should attain. A performance expectation delineates what the students need to do to meet the content standard.

Student/Parent/School Agreement: An agreement for the student, parent, and teacher outlining program guidelines and expectations used for admittance into the cooperative education program.

Teacher/coordinator: A vocationally licensed member of the school staff responsible for administering the cooperative education program and resolving any problems. The teacher/coordinator acts as a liaison between the school and employers.

Termination Notice: A written, signed statement severing the employment and canceling the commitment among the employer, student, school corporation, and parent/guardian. ([See Appendix E for sample.](#))

Trade and Industrial Education: Trade and Industrial Education provides instruction in basic occupational skills, safety judgment, technical knowledge, and related career information for the purpose of training persons for employment in trade, industrial, and technical occupations. It is designed to assist both youth and adults in making successful transitions from education and training programs to the demands and responsibilities of employment and adult life.

Training Agreement: A written statement of commitment from the work site supervisor, teacher/coordinator, student and parent/guardian outlining the term of employment for the cooperative education student.

Training Plan: An outline of the performance expectations to be mastered on-the-job. The training plan is used as an evaluation tool for on-the-job performance. These learning activities are designed to give the student an opportunity to apply principles learned in the classroom to on-the-job experiences. When appropriate, training plans may include suggested activities to be learned through student organization activities and classroom experiences. A training plan states the specific learning, which will lead to the student's career goal. A training plan must include a record of safety training and the appropriate CIP Code. [\(511 IAC 8-2-4-\(3\)\)](#)

United States Department of Education (USDOE) <http://www.ed.gov/index.jhtml>

United States Department of Labor (USDOL) <http://www.dol.gov/>

Work Permit: An employment certificate issued by the Indiana Department of Labor that allows for the employment of minors. Work permits may be obtained by an issuing officer at the school corporation.

Work Site: The place of employment where the student learns career and technical skills, knowledge, and attitudes under the supervision of the work site supervisor.

Work Site Mentor: An employee or other individual, approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student and who instructs the student, critiques the performance of the student, guides the student to perform well, and works in consultation with the classroom teacher and the supervisor of the student.

Work Site Supervisor: A person in an organization who is designated to supervise and train a student during the student's on-the-job experience. The supervisor works directly with the teacher/coordinator.

Work-based Learning: A method of instruction that provides a planned program of job training and work experience for students, assists the student in career exploration and selection of a career major, teaches job skills that relate to the student's career major, and integrates academic and career and technical curricula.

Appendix D



Professional Organizations and Career and Technical Student Organizations

Professional Organizations for Teachers

Teacher/coordinators benefit greatly from membership and participation in professional organizations relating to Cooperative Education and also professional organizations outside of school.

National

American Association of Family and Consumer Science: <http://www.aafcs.org>
American Medical Association: <http://www.ama-assn.org/>
Association for Career and Technical Education: <http://www.acteonline.org>
International Technology Education Association: <http://www.iteaconnect.org/index.html>
Marketing Education Association: <http://www.nationalmea.org>
National Association for Trade and Industrial Education: <http://www.astsonline.org/>
National Association of Agriculture Education: <http://www.naae.org>
National Business Education Association: <http://www.nbea.org>

State

IN Association of Agricultural Educators: <http://www.indianaaged.org/iaae.html>
IN Association for Career and Technical Districts: <http://www.iacted.org>
IN Association for Career and Technical Education: <http://www.indianaacte.org>
IN Business Education Association: <http://ind-ibea.org>
IN Division of Family and Consumer Sciences: www.doe.state.in.us/octe/facs/introductory.html
IN Interdisciplinary Cooperative Coordinators Association:
<http://www.doe.state.in.us/octe/bme/curriculum/CooperativeEducation.htm>
IN Marketing Education Association: <http://www.doe.state.in.us/octe/bme/welcome.html>
IN School Counselors Association: <http://isca-in.org>

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Career and Technical Student Organizations (CTSO)

Student participation in CTSOs as a co-curricular activity is encouraged. A brief description of each CTSO is listed below. Contact the appropriate advisor at the Department of Education for information on how to become involved in the CTSO appropriate for the focus of your program.

Business Professionals of America (BPA) <http://www.bpa.org>; <http://www.indianabpa.org>

The mission of Business Professionals of America is to contribute to the preparation of a world-class workforce through the advancement of leadership, academic, citizenship, and technological skills. We are a national co-curricular career and technical organization for high school, college and middle school students preparing for careers in business and information technology. Through co-curricular programs and services, members of Business Professionals of America compete in demonstrations of their business technology skills, develop their professional and leadership skills, network with one another and professionals across the nation, and get involved in the betterment of their community through good works projects.

DECA, An Association of Marketing Students (DECA)

<http://deca.org>; <http://www.indianadeca.org>

For over 55 years DECA, an Association of Marketing Students, has been leading talented young people toward marketing and business careers and life skills. DECA's goals are to instill community service, social intelligence, leadership development, and vocational understanding to all DECA members. DECA's mission is to enhance the co-curricular education of students with interests in marketing, management, and entrepreneurship. DECA provides members with on-the-job experiences, chapter projects, and competency-based competitive events programs.

National FFA Organization (FFA) <http://www.ffa.org/>; <http://www.indianaffa.org/>

The National FFA Organization is dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth, and career success through agriculture education. Members are high school and postsecondary students.

Health Occupations Students of America (HOSA)

<http://www.hosa.org>; <http://www.indianahosa.org>

HOSA is a student-led organization whose mission is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill, and leadership development of all health science students, therefore, helping the students to meet the needs of the health care community.

SkillsUSA <http://www.skillsusa.org>; <http://www.indianaskillsusa.org/>

SkillsUSA is a national nonprofit organization serving teachers and high school and college students who are preparing for careers in trade, technical and skilled service occupations, including health occupations. It was formerly known as VICA (Vocational Industrial Clubs of America). SkillsUSA is a partnership of students, teachers and industry representatives working together to ensure America has a skilled work force.

Family, Career, and Community Leaders of America (FCCLA)

<http://www.fcclainc.org>; <http://www.indianafccla.org>

FCCLA is a unique organization in which students plan for their multiple roles as family members, wage earners, and community members. The mission of FCCLA is to promote personal growth and leadership development through family and consumer sciences education.

Appendix E



Sample Forms

Name of School

Student Application for Cooperative Education Program

Please Print

Date of Application _____ School _____

Name _____ S.ID. # _____ - _____ - _____

Home Address _____
Number & Street _____ City _____ State _____ Zip _____

Age _____ Date of Birth _____ Home Phone # _____

Days Absent This Year _____ Times Tardy _____ Grade Point Average _____

Name of Father/Guardian _____ Employed at _____

Name of Mother/Guardian _____ Employed at _____

School subject you like most _____ Least _____

Extracurricular activities you plan to participate in your senior year:

Why do you wish to enroll in the cooperative education program?

Select three faculty references that can recommend you.

Current Class Schedule:

1. _____ 1st Period _____

2. _____ 2nd Period _____

3. _____ 3rd Period _____

4th Period _____

(over)

What is your long-term occupational goal?

List the trade or occupation for which you would like to receive further training through the cooperative education program:

1. _____ (1st choice) 2. _____ (2nd choice)

List two (2) former employers (**put present or most recent first**):

1. Name of company: _____ Phone: _____
Address _____
Supervisor: _____
2. Name of company: _____ Phone: _____
Address _____ Supervisor: _____

List all the courses you have had to prepare you for your occupational goal:

Subject	Grade earned
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Have you taken keyboarding? Yes _____ Speed? _____ w.p.m. No _____

Add any other information that you would like to share that you think would be useful in the decision-making process of acceptance for the cooperative education program.

I understand that I must provide my own transportation to and from the work site before I can be consider for the cooperative education program. I also understand that I will commit to the program for the entire year, accepting all the responsibilities placed upon me in the related class and on the job.

Student Signature

I understand the cooperative education program and shall do my part to assist my son/daughter in fulfilling all obligations of the program.

Parent/Guardian Signature

Return this form to the teacher/coordinator when it is completed.

Cooperative Education Program

Student Application for Admittance

Name: _____ Student ID #: _____

Age: _____ Date of Birth: _____

Address: _____ Telephone: _____

Driver's License? ____ Access to a car? ____ Interested in Summer Employment? _____

Parent/Guardian Name: _____ Occupation: _____

Parent/Guardian Address _____

State your Career Objective: _____

Indicate the type of work site you prefer. (List choices)

First choice: _____ Second choice: _____

Number of absences: _____ Tardies: _____ to date this year.

Have you ever worked full-time _____ part-time _____

Where? _____

Job description(s): _____

Are you currently employed? ____ If yes,
where? _____

Do you intend to further your education after high school? _____

Please attach a personal data sheet (resume). Include as references names of three teachers who can attest to the quality of your work.

To the Student:

Cooperative education provides an opportunity to be considered for employment and career exploration in your field of interest. When you participate in a program, you indicate that you are sincerely interested in putting forth your best efforts to receive on-the-job training. If you accept this responsibility, please sign in the space provided.

Student

To the Parent or Guardian:

Do you consent to your daughter or son entering a cooperative education program and do you agree to cooperate with the school and the work site in making the training and education beneficial to your daughter or son? If so, please indicate your support and approval with your signature.

Date

Parent or Guardian

Application for Cooperative Education

Personal Data

Name _____ Age _____ Birth Date _____

Address _____ Telephone _____

Student ID No. _____ Grade _____

General Health _____ Physical Limitations _____

Interests _____

Activities:

Athletics _____

School _____

Church _____

Community _____

How many times were you absent last year (Soph.)? _____ Tardy? _____

this year (Jr.)? _____ Tardy? _____

Have you ever been arrested for any offense other than a minor traffic violation?

Yes _____ No _____

Please explain _____

Father's Name and Address _____

Mother's Name and Address _____

Father's Occupation _____ Mother's
Occupation _____

With whom do you live? _____

Relationship _____

In case of an accident, notify _____

Phone _____

Doctor _____

Phone _____

Career Interest

Would you prefer to work with (check one) People _____ Data _____ Things _____

What is your current career interest? _____

For which companies in this area would you like to work? _____

What do you plan to do after graduation? _____

What would you like to be doing five years from now? _____

What are the reasons you would like to participate in the cooperative education program?

Name of School Counselor _____

*Please attach a copy of your current class schedule.

Work Experience

Name and Address of Employer	Duties	Dates of Employment
------------------------------	--------	---------------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

References

Secure three teachers' signatures that would recommend you for this program.

Name

What type of transportation do you have? _____

I have prepared this application accurately and completely. If I am accepted for this program, I will take advantage of every opportunity that will improve my skills efficiency in both the classroom and on the job.

Signature of Student

Date

Internship Application

Print neatly in blue/black ink

Internship Type: (Circle)		
In-School Internship	Out-of-School Internship (unpaid)	ICE (paid)

Last Name:	First Name:	Middle Initial:
Street Address:	Social Security Number: (Optional)	Gender: M F
City:	State: INDIANA	ZIP:
Home Phone:	Cell Phone:	Preferred Language:
Verified Absences (this year to date)	Date of Birth:	Verified GPA:
Grade Level (during internship year): Circle One 9 th 10 th 11 th 12 th	Class period(s) for internship: (Circle) 1 2 3 4 5	Trimester(s): 1 2 3
Long-term Career Goal:	Student Computer ID #:	Graduation Year:

Race/Ethnic Group (Circle the correct <u>number</u>) 1. American Indian 4. Hispanic, Not African American 2. African American 5. White – Not Hispanic 3. Asian Pacific Islander 6. Multi-Race	Are you eligible for or participating in any of these programs? <input type="checkbox"/> Special Needs <input type="checkbox"/> Free Lunch <input type="checkbox"/> Talented & Gifted <input type="checkbox"/> English as a Second Language
--	---

Current Class Schedule:

Period	Room, Tri-2	Course Name Trimester 2	Room, Tri-3	Course Name Trimester 3
1				
2				
3				
4				
5				

List three teachers who could serve as a reference for you:

Applicant Signature: _____ Date: _____

Parent/Guardian Signature: _____

Internship Application (continued)

Father/Guardian:	Employed at: Phone at work:												
Mother/Guardian:	Employed at: Phone at work:												
Extracurricular activities/sports you plan to participate in during your Internship year:	When does this activity/sport meet or take place?												
Have you selected a site and mentor for your internship? YES NO	Career Area:												
If yes, where?: _____ Contact Person: _____ Title: _____ Phone: _____													
List the experiences you have had in this career field such as job shadow, work experience, volunteer work, or academic classes.													
What are your post-secondary plans?													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"><input type="checkbox"/> On-the job Training</td> <td style="padding: 5px;">What type or where?</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Apprenticeship</td> <td style="padding: 5px;">In what?</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> 2-year Associate Degree</td> <td style="padding: 5px;">What college?</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> 4-year Bachelor's Degree</td> <td style="padding: 5px;">What college?</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Military</td> <td style="padding: 5px;">What branch?</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Other</td> <td style="padding: 5px;">List?</td> </tr> </table>		<input type="checkbox"/> On-the job Training	What type or where?	<input type="checkbox"/> Apprenticeship	In what?	<input type="checkbox"/> 2-year Associate Degree	What college?	<input type="checkbox"/> 4-year Bachelor's Degree	What college?	<input type="checkbox"/> Military	What branch?	<input type="checkbox"/> Other	List?
<input type="checkbox"/> On-the job Training	What type or where?												
<input type="checkbox"/> Apprenticeship	In what?												
<input type="checkbox"/> 2-year Associate Degree	What college?												
<input type="checkbox"/> 4-year Bachelor's Degree	What college?												
<input type="checkbox"/> Military	What branch?												
<input type="checkbox"/> Other	List?												
Write a paragraph explaining how participating in an Internship Experience will benefit your career plans.													

- All potential Out-of-School and ICE interns are required to go through the Interview Process.
- All Out-of-School and ICE applicants will be notified of their acceptance status before the end of the school year.
- Training Plans and Training Agreements must be completed and turned in by the first day of each trimester.

I.C.E. Training Agreement

Student _____ Birth Date _____

Student Address _____ Home Phone _____

Student ID Number _____ CIP Code _____

Work Site _____ Supervisor _____

Work Site Address _____ TS Phone _____

Work Site Title _____ TS Fax _____

Duration Of Training Period: _____ Through _____ Time Released For I.C.E. _____

This is a training agreement between the student, employer, school, coordinator, and parent/guardian. Compliance with Federal and State laws governing employment will be required. The employer, school site coordinator, parent/guardian, or school administrator may discontinue the training at any time, but each agrees to notify all other parties in advance. East Allen County School Corporation has a policy of providing equal opportunity. All courses are open to all students regardless of age, race, color, sex, handicapping conditions, and national origin, including Limited English Proficiency. For further information, clarification, or complaint, please contact the Director of Operations, East Allen County Schools.

The Supervisor:

1. Will offer the student a variety of training experiences.
2. Will provide an average minimum of 15 hours of work/training per week.
3. Will pay a starting wage of \$_____ per hour with periodic review of wages in keeping with company policy.
4. Will evaluate the student's job performance each grading period.
5. Will consult with the coordinator if employment concerns arise.
6. Will provide Workmen's Compensation Insurance for the student.

The Student:

1. Will comply with policies and procedures of the work site.
2. Will abide by the rules of the I.C.E. Program.
3. Will not quit employment with the work site.
4. If terminated from employment, may be dropped from the I.C.E. program.
5. Will not go to work any days when absent from school.
6. Will consult with the School Site Coordinator regarding any job-related concerns.
7. Will attend, at student's expense, the employer appreciation banquet, if offered.
8. Will secure adequate transportation for getting to and from the work site.

The Teacher/coordinator:

1. Will work jointly with the internship site mentor to develop a training plan for the student learner.
2. Will periodically observe the student-learner on the job.
3. Will hear concerns and take action to reach a suitable solution.
4. Will organize and teach a class related to occupational skills.

The Parent Or Guardian:

1. Will agree to the conditions of the student's participation in I.C.E.
2. Will be responsible for the actions of the student-learner while employed.
3. Will channel any complaints through the coordinator.
4. Will provide adequate transportation for getting to and from the work site.

I fully understand the above conditions and agree to cooperate in their implementation:

Student Signature _____ Date _____ Parent/Guardian Signature _____ Date _____

Work Site Supervisor Signature _____ Date _____ Teacher/Coordinator Signature _____ Date _____

Principal _____ Date _____

Training Agreement for

_____ High School
Cooperative Education Program

and

(Work Site)

Student _____ Phone _____ Birth Date _____

Address _____ Career Pathway Objective _____

Work Permit Y N (circle) CIP Code: _____

This agreement covers the school year 200__ - 200__

=====

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The goal of cooperative education is the correlating and blending of career and technical education, academic education, and on-the-job experience to help a student qualify for a position in his/her chosen career field. This agreement between the _____ School Corporation, the employer, the student, and his/her parent or guardian defines the responsibilities that each accepts and agrees to as shown by their signature.

School Corporation Responsibilities:

1. Coordinate the program.
2. Provide forms and maintain adequate records.
3. Act as liaison between the parties of this agreement.
4. Screen and select student-learning applicants.
5. Provide specific and/or general related instruction.
6. Notify the employer in advance if the employment status of the student changes (when possible).
7. Make visitations to the Work Site to discuss student progress, evaluate the work site and coordinate the program.
8. Evaluate the student and assign letter grades and credits.

Employer Responsibilities:

1. Employ the student for at least fifteen (15) hours per week.
2. Provide safe working conditions and safety instruction for tasks and duties performed during the training period for the student learner.
3. Release the student from his/her work schedule to participate in school activities, providing prior arrangements have been made.
4. Provide instruction and training in the various phases of the occupational training named above.
5. Assign training supervisor who will evaluate and supervise the student as agreed upon.
6. Meet with the coordinator to discuss the student's progress.
7. Conform to all federal, state, and local labor laws and existing labor-management agreements that apply.
8. No person shall be denied employment, re-employment, or advancement nor shall be evaluated on the basis of sex, marital status race, color, age, disability, creed, or national origin. Age shall be considered only with respect to minimums set by law as specified by the state.

Student Responsibilities:

1. Perform the necessary tasks and follow instructions as given by the teacher/coordinator and/or employer.
2. Attend the related class as required.
3. Provide transportation to and from place of employment.
4. Notify the teacher/coordinator and the employer on day of absence or late arrival prior to starting time (when possible).
5. Not to report to work on days absent from school.
6. File complete weekly reports on his/her job activities as required.
7. Report to the coordinator as soon as possible when problems arise affecting his/her employment.
8. Work to improve skills, knowledge, and personal qualities.

The Parent or Guardian gives permission for the Student to enroll in the _____
School Corporation Cooperative Education Program and to work at the above named Work Site.

I have read the above training agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

_____ (Work Site Coordinator & Company)	_____ (Date)
_____ (Student)	_____ (Date)
_____ (Parent/ Guardian)	_____ (Date)
_____ (Teacher/Coordinator)	_____ (Date)

This form may be used as an addendum to the Training Plan in order to cover topics such as waivers of release time from school, job change procedures, how to deal with theft on the job, etc.

COOPERATIVE EDUCATION
Student Agreement and Expectations Sample Document

1. All work stations must be approved by the teacher/coordinator.
2. I will not accept a job unless I intend to keep it for the entire school year.
3. I will obtain a work permit before actual work starts if I am under 18 (Child Labor Law). A work permit can be denied or revoked due to poor grades or attendance.
4. I will become familiar with training station rules, school regulations, and policies of the Cooperative Education Program and will make every effort to live up to them. I understand that my training station is considered an extension of my high school.
5. I will observe all rules, regulations, policies, and confidences of the business in which I am employed.
6. I will report to the coordinator any change in my status on the job (raises, changes in hours, terminations, or other problems that arise, etc.) immediately.
7. I will not allow extra curricular activities to interfere with my work. If any extra curricular activities take place during my period of employment, I will give my employer adequate notice of times and events.
8. Regardless of what type of job I am performing, I will conduct myself in a polite and courteous manner and present a neat appearance. I will keep in mind that I not only represent myself and my family, but I am also representing the Cooperative Education Program, my high school, and the South Bend Community School Corporation.
9. When I am on the job, my work there comes first. If I feel that my studies, family, physical health, or moral well-being are jeopardized because of my job, I will consult my parents, my coordinator and my employer to resolve this issue.
10. If I am too ill to attend school, I am also considered too ill to go to work. If I am absent from school, it is my obligation to contact my coordinator before 10:00 a.m. I will also need to notify my employer of my absence.
11. I will leave the building following my last class.
12. I WILL NOT QUIT MY JOB, CHANGE JOBS, OR TAKE ANY OTHER ACTION WHICH MAY AFFECT MY EMPLOYMENT WITHOUT THE APPROVAL OF MY COORDINATOR. FAILURE TO DO SO COULD LEAD TO REMOVAL FROM THE PROGRAM.
13. I realize that if I am suspended from school for any reason, I will not be allowed to work on those days (including Saturday, Sunday, holidays, and school vacations) during which time the suspension remains in effect, and will not be allowed to return to work until I have been allowed to return to school.
14. I know that in order to receive credit for the class I must work 540 hours per year earning at least minimum wage.
15. When I am absent, I understand that I must make up required class work in a timely fashion.
16. I will respect that the teacher/coordinator is the recognized authority for making adjustments or changes in my training station as well as the training received through employment. I give my teacher/coordinator permission to release and/or discuss my school records: grades, attendance, age, general health, and extra curricular data.

17. If my job is terminated due to my own negligence, I may be withdrawn from the program and assigned to a full-day schedule.
18. I understand that I will be evaluated with a competency profile rating representing the knowledge, skills, attitudes, and employability readiness that I have demonstrated.
19. Parents or guardians will assume responsibility for the conduct and safety of the student from the time he/she leaves school until the time he/she reports to work and from the time he/she leaves the job until the time he/she arrives at home. Proof of auto insurance must be provided to the teacher/coordinator by student drivers.
20. Theft at my high school or on the job will result in immediate dismissal from the program.
21. Students are responsible for obtaining and accurately filling out the various reports and forms required by the school and the employer.
22. If I choose to schedule classes beyond 3 hours, I waive the release time associated with the cooperative education program.
23. As a member of the cooperative education class, I understand that it is in my best interest to participate in the Career & Technical Student Organization and to pay the associated fees required for membership.

Failure to comply with the above expectations and/or falsifying a report or being uncooperative may result in dismissal from the cooperative education program with a failing grade and/or loss of job and/or reassignment to a full schedule of classes.

As a Cooperative education student, I accept the responsibilities toward my school and my employer. I realize that participation in this program is a PRIVILEGE, not a right, which will be extended only as long as the conditions are met. I have read all of the above items; and by my signature below, I indicate that I understand them and will comply with them.

I HAVE READ AND WILL COMPLY WITH THE ITEMS LISTED ABOVE.

Student Signature

Date

I HAVE READ AND WILL ASSIST YOU IN HELPING MY CHILD COMPLY WITH THE ITEMS LISTED ABOVE.

Parent Signature

Date

Teacher/Coordinator Signature

Date

**Training Plan
for**

_____ **High School
Cooperative Education Program**

and

(Work Site)

Student _____ Phone _____ Birth Date _____

Address _____ Career Pathway Objective _____

Work Permit Y N (circle) CIP Code: _____

This agreement covers the school year 200__ - 200__

=====

Student:

Proposed Training Plan:

The following list of skills/experiences will be included in the trainee's job.

A. Job Description

B. Areas of Experience/Training:

Safety Training
OSHA/IOSHA Rules and Regulations

I have read the above Training Plan and understand the responsibilities and relationship to the program as outlined in the plan.

(Employer) _____ (Student)

(Parent/Guardian) _____ (Teacher/Coordinator)

School Name/Address/Phone Cooperative Education Program Training Plan

Student Name _____	Birth Date: ____/____/____	Work Permit Y N (circle)
Work Site _____	Work Site Supervisor: _____	
Address _____	Phone/FAX _____	
Career Objective: _____	CIP Code: _____	
Training Period: ____/____/____ through ____/____/____		Position: _____

This is a training plan between the student, employer, school, coordinator, and parent/guardian. Compliance with Federal and State laws governing employment will be required. The training may be discontinued at any time by the employer, coordinator, parent/guardian, or school administrator, but each agrees to notify all other parties in advance. XYZ School Corporation has a policy of providing equal opportunity. All courses are open to all students regardless of age, race, color, gender, religion, handicapping conditions and national origin, including Limited English Proficiency.

Class Related Instruction includes, but is not limited to, the following: Career Planning, Communication, Computation, Economics, Employment, Human Relations, Life Skills, Safety, and Wellness

SCANS Competencies

Specific Occupational Competencies

Specific Safety Competencies

Equipment

It is the policy of the XYZ School corporation not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title VI (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973). Questions concerning compliance with these laws should be directed to the Executive Director of Curriculum, XYZ School corporation, address, and phone number.

Student Signature _____	Date _____	Teacher/Coordinator Signature _____	Date _____
Work Site Supervisor Signature _____	Date _____	Parent/Guardian Signature _____	Date _____

High School
0000 South State Road 19
City, State, Zip
260-555-1212
Cooperative Education Training Plan

CIP Code: _____

Student Name _____ Age _____ Student ID Number _____

Work Site _____ Supervisor's Name _____

Work Site Address _____

Work Site Phone _____ Work Site Fax _____

Career Objective _____ Training Period _____ through _____
mm/dd/yy mm/dd/yy

This is a training agreement between the student, employer, school corporation, teacher/coordinator, and parent/guardian. Compliance with Federal and State laws governing employment will be required. The training may be discontinued at any time by the employer, coordinator, parent/guardian, or school administrator, but each agrees to notify all other parties in advance. It is the policy of the school corporation not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title IV (Civil Right Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments, and Section 504 (Rehabilitation Act of 1973).

Class related instruction includes, but is not limited to, the following: Career Planning, Communication, Computation, Economics, Employment, Human Relations, Life Skills, Safety, and Wellness

Evaluations shall be performed every grading period, including the following General Workplace Competencies:

Appearance	Score	_____	Job Knowledge	Score	_____
	5	Always Well Groomed		5	Superior Job Knowledge
	4	Neat / Appropriately Groomed		4	Above Average Job Knowledge
	3	Satisfactory		3	Adequate Knowledge
	2	Careless About Grooming		2	Below Average Knowledge
	1	Definitely Unsatisfactory		1	Lacks Sufficient Knowledge
Personality	Score	_____	Accuracy	Score	_____
	5	Always Poised & Pleasant		5	Always Accurate
	4	Generally Poised & Pleasant		4	Seldom Makes Mistakes
	3	Acceptably Pleasing		3	Usually Accurate
	2	Somewhat Easily Upset		2	Frequently Makes Mistakes
	1	Very Easily Upset		1	Always Makes Mistakes
Quantity of Work	Score	_____	Following Directions	Score	_____
	5	Usually High Output		5	Follows Directions Implicitly
	4	More Than Average Output		4	Very Seldom Needs Reminders
	3	Normal Amount		3	Satisfactory
	2	Below Average		2	Needs Frequent Reminders
	1	Low Output/Slow		1	Needs Constant Reminders

Initiative	Score	_____	Attendance	Score	_____
	5	Does the "Extra Things"		5	Usually Regular in Attendance
	4	Requires Little Supervision		4	Seldom Absent
	3	Works Well with Some Supervision		3	Occasionally Absent
	2	Needs Constant Supervision		2	Frequently Absent
	1	Dependent on Others		1	Normally Absent

Attitude	Score	_____	Safety	Score	_____
	5	Outstanding		5	Always Complies
	4	Very Interested & Industrious		4	Above Average Compliance
	3	Average Diligence & Interest		3	Average Compliance
	2	Somewhat Indifferent		2	Below Average Compliance
	1	Definitely Not Interested		1	Seldom, if Ever, Complies

Company Rules & Regulations	Score	_____	Use of Equipment	Score	_____
	5	Always Complies		5	Superior Ability
	4	Above Average Compliance		4	Above Average Ability
	3	Average Compliance		3	Average Ability
	2	Below Average Compliance		2	Below Average Ability
	1	Seldom, if Ever, Complies		1	Poor Ability

Evaluations shall be performed every grading period, including the following Specific Workplace Competencies:

Occupational Competencies
Safety Competencies

For hazardous occupations: The work of the student trainee in an occupation declared hazardous shall be incidental to his/her training, shall be intermittent and for short periods of time under the direct supervision of a qualified person. The student shall be given specific safety instruction for equipment and procedures used.

_____ <i>Student Signature</i>	_____ <i>Date of Signature</i>	_____ <i>Teacher/Coordinator Signature</i>	_____ <i>Date of Signature</i>
_____ <i>Parent Signature</i>	_____ <i>Date of Signature</i>	_____ <i>Work Site Representative Signature</i>	_____ <i>Date of Signature</i>

_____ **High School**
Address
City, State, Zip
Phone/FAX
Cooperative Education Training Plan/Evaluation

CIP Code _____

Student Name _____ Age _____ Student ID Number _____

Work site _____ Supervisor's Name _____

Work site Address _____

Work site Phone _____ Work site Fax _____

Career Objective _____ Training Period _____ through _____
mm/dd/yy mm/dd/yy

This is a training agreement between the student, employer, school, coordinator, and parent/guardian. Compliance with Federal and State laws governing employment will be required. The training may be discontinued at any time by the employer, coordinator, parent/guardian, or school administrator, but each agrees to notify all other parties in advance. It is the policy of the school corporation not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title IV (Civil Right Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments, and Section 504 (Rehabilitation Act of 1973).

Class related instruction includes, but is not limited to, the following: Safety on the Job; Choices & Challenges; Getting to Know Yourself; Researching Careers; Planning for Success; Finding and Applying for a Job; You, Your Employers, and Your Co-workers; Progress Toward Your Career Goal; Your Personal Effectiveness; Your Personal Safety; Communication Skills; Math Skills; Computer Literacy; Changing Workplace Issues, Leadership in the World of Work; You as a Consumer; Bank Services; Using Credit; Buying Insurance; Handling Legal Matters; Paying Taxes; Social Security Services; and Your Changing Role.

Evaluations shall be performed every grading period, including the following General Workplace Competencies:

Appearance	Score	_____	Job Knowledge	Score	_____
	5	Always Well Groomed		5	Superior Job Knowledge
	4	Neat / Appropriately Groomed		4	Above Average Job Knowledge
	3	Satisfactory		3	Adequate Knowledge
	2	Careless About Grooming		2	Below Average Knowledge
	1	Definitely Unsatisfactory		1	Lacks Sufficient Knowledge
Personality	Score	_____	Accuracy	Score	_____
	5	Always Poised & Pleasant		5	Always Accurate
	4	Generally Poised & Pleasant		4	Seldom Makes Mistakes
	3	Acceptably Pleasant		3	Usually Accurate
	2	Somewhat Easily Upset		2	Frequently Makes Mistakes
	1	Very Easily Upset		1	Always Makes Mistakes
Quantity of Work	Score	_____	Following Directions	Score	_____
	5	Usually High Output		5	Follows Directions Implicitly
	4	More Than Average Output		4	Very Seldom Needs Reminders
	3	Normal Amount		3	Satisfactory
	2	Below Average		2	Needs Frequent Reminders
	1	Low Output/Slow		1	Needs Constant Reminders

Initiative	Score	_____	Attendance	Score	_____
	5	Does the "Extra Things"		5	Usually Regular in Attendance
	4	Requires Little Supervision		4	Seldom Absent
	3	Works Well with Some Supervision		3	Occasionally Absent
	2	Needs Constant Supervision		2	Frequently Absent
	1	Dependent on Others		1	Normally Absent

Attitude	Score	_____	Safety	Score	_____
	5	Outstanding		5	Always Complies
	4	Very Interested & Industrious		4	Above Average Compliance
	3	Average Diligence & Interest		3	Average Compliance
	2	Somewhat Indifferent		2	Below Average Compliance
	1	Definitely Not Interested		1	Seldom, if Ever, Complies

Company Rules & Regulations	Score	_____	Use of Equipment	Score	_____
	5	Always Complies		5	Superior Ability
	4	Above Average Compliance		4	Above Average Ability
	3	Average Compliance		3	Average Ability
	2	Below Average Compliance		2	Below Average Ability
	1	Seldom, if Ever, Complies		1	Poor Ability

Evaluations shall be performed every grading period, including the following Specific Workplace Competencies:

Occupational Competencies	1 Superior	2 Above Avg.	3 Average	4 Below Avg.	5 Poor
Safety Competencies	1 Superior	2 Above Avg.	3 Average	4 Below Avg.	5 Poor

For hazardous occupations: The work of the student trainee in an occupation declared hazardous shall be incidental to his/her training, shall be intermittent and for short periods of time under the direct supervision of a qualified person. The student shall be given specific safety instruction for equipment and procedures used.

_____ <i>Student Signature</i>	_____ <i>Date of Signature</i>	_____ <i>Teacher/Coordinator Signature</i>	_____ <i>Date of Signature</i>
_____ <i>Parent Signature</i>	_____ <i>Date of Signature</i>	_____ <i>Work Site Representative Signature</i>	_____ <i>Date of Signature</i>

Address _____
School Corporation _____
City, State, Zip _____
Phone: _____ Fax: _____
Training Plan and Evaluation

Cooperative Education Guidelines and Procedures Manual
Appendix E, Page 153

Quarterly evaluation includes the following **SPECIFIC OCCUPATIONAL COMPETENCIES:**

(Please rate the student by placing a check in the appropriate box.)

Occupational Competency (List below the competencies specific to this job assignment)	1 Superior	2 Above Avg	3 Average	4 Below Avg	5 Poor

Quarterly evaluation includes the following **SPECIFIC SAFETY COMPETENCIES:**

For hazardous occupations: The work of the student learner in an occupation declared hazardous shall be incidental to his/her training, shall be intermitted and for short periods of time under the direct supervision of a qualified person. The student shall be given specific safety instructions for equipment and procedures used.

(Please rate the student by placing a check in the appropriate box.)

Occupational Competency (List below the competencies specific to this job assignment)	1 Superior	2 Above Avg	3 Average	4 Below Avg	5 Poor

Student Signature

Date

Principal Signature

Date

Parent Signature

Date

Workstation Supervisor Signature

Date

Teacher/Coordinator Signature

Date

Name of School
Final Evaluation by Employer

Ratings:

5 = Proficient: High standard
 4 = Capable: Reliable, responsible
 3 = Employable: Requires some supervision and assistance
 2 = Restricted: Requires close supervision and assistance
 1 = Non-proficient: Poor standard

5	4	3	2	1	1) Cooperation
5	4	3	2	1	2) Initiative
5	4	3	2	1	3) Courtesy
5	4	3	2	1	4) Accepts Constructive Criticism
5	4	3	2	1	5) Knowledge of Job
5	4	3	2	1	6) Accuracy of Work
5	4	3	2	1	7) Work Accomplished
5	4	3	2	1	8) Follows Directions
5	4	3	2	1	9) Adaptability
5	4	3	2	1	10) Accepts Responsibility
5	4	3	2	1	11) Personal Appearance
5	4	3	2	1	12) Punctuality/Attendance

Student: _____

School: _____

Work Site: _____

Supervisor: _____

Date: _____

Comments: _____

Student_____

Training Station_____

Grading Period_____ **CIP Code**_____

Supervisor_____

Due Date_____

Supervisor's Signature

Letter Grade

Parent's Signature

Comments:

**Interdisciplinary Cooperative Education
Program**

Student Performance Review

**Insert School
Logo Here**

Student_____

Grading Period_____

Interdisciplinary Cooperative Education Program Student Performance Review

Teacher-Coordinator Contact: _____

APPEARANCE

- ☐ Always Well Groomed
- ☐ Neat/Appropriately Groomed
- ☐ Satisfactory
- ☐ Careless About Grooming
- ☐ Definitely Unsatisfactory

ACCURACY

- ☐ Always Accurate
- ☐ Seldom Makes Mistakes
- ☐ Usually Accurate
- ☐ Frequently Makes Mistakes
- ☐ Always Makes Mistakes

KNOWLEDGE OF JOB

- ☐ Superior Job Knowledge
- ☐ Above Average Knowledge
- ☐ Adequate Knowledge
- ☐ Below Average Knowledge
- ☐ Lacks Sufficient Knowledge

PUNCTUALITY

- ☐ Always on Time
- ☐ Usually on Time
- ☐ Occasionally Late
- ☐ Frequently Late
- ☐ Normally Late

PERSONALITY

- ☐ Always Poised and Pleasing
- ☐ Generally Poised and Pleasing
- ☐ Acceptably Pleasing
- ☐ Somewhat Easily Upset
- ☐ Very Easily Upset

FOLLOWING DIRECTIONS

- ☐ Follows Directions Implicitly
- ☐ Very Seldom Needs Reminders
- ☐ Satisfactory
- ☐ Needs Frequent Reminders
- ☐ Needs Constant Reminders

ATTITUDE & APPLICATION

- ☐ Outstanding
- ☐ Very Interested and Industrious
- ☐ Average in Diligence and Interest
- ☐ Somewhat Indifferent
- ☐ Definitely Not Interested

KNOWLEDGE OF MERCHANDISE

- ☐ Complete Knowledge
- ☐ Knowledge of Details
- ☐ Fairly Well Informed
- ☐ Knows Enough to Get By
- ☐ Completely lacking

CONTROL OF EMOTIONS

- ☐ Composed Under All Conditions
- ☐ Rarely Shows Emotions
- ☐ Occasionally Becomes Upset
- ☐ Somewhat Easily Upset
- ☐ Very Easily Upset

SUITABILITY TO JOB

- ☐ Ideally Placed
- ☐ Well Placed
- ☐ Satisfactorily Placed
- ☐ Limited Adjustment Required
- ☐ Definitely Unsuitd

SAFETY

- ☐ Always Complies
- ☐ Above Average Compliance
- ☐ Average Compliance
- ☐ Below Average Compliance
- ☐ Seldom, if Ever Complies

JUDGMENT

- ☐ Exceptionally Mature in Judgment
- ☐ Above Average in Making Decisions
- ☐ Usually Makes the Right Decision
- ☐ Often Uses Poor Judgment
- ☐ Consistently Uses Poor Judgement

ADAPTABILITY

- ☐ Able to Meet New Situations
- ☐ Can Make Adjustments Generally
- ☐ Tries to Adjust
- ☐ Does Not Readily Adjust
- ☐ Is Unable to Adjust

LOYALTY

- ☐ Superior Loyalty to Business
- ☐ Shows Pride in Business
- ☐ Average Pride in Business
- ☐ Little Pride for Business
- ☐ No Respect for Business

DEPENDABILITY

- ☐ Completely Dependable
- ☐ Above Average in Dependability
- ☐ Usually Dependable
- ☐ Sometimes Neglectful or Careless
- ☐ Unreliable

ATTENDANCE

- ☐ Usually Regular in Attendance
- ☐ Seldom Absent
- ☐ Occasionally Absent
- ☐ Frequently Absent
- ☐ Normally Absent

INITIATIVE

- ☐ Does the "Extra Things"
- ☐ Requires Little Supervision
- ☐ Works Well with Some Supervision
- ☐ Needs Constant Supervision
- ☐ Dependent on Others

RULES & REGULATIONS

- ☐ Always Complies
- ☐ Above Average Compliance
- ☐ Average Compliance
- ☐ Below Average Compliance
- ☐ Seldom, if Ever, Complies

QUANTITY OF WORK

- ☐ Usually High Output
- ☐ More than Average
- ☐ Normal Amount
- ☐ Below Average
- ☐ Low Output/Slow

USE OF EQUIPMENT

- ☐ Superior Ability
- ☐ Above Average Ability
- ☐ Average Ability
- ☐ Below Average Ability
- ☐ Poor Ability

Cooperative Education Program Student Evaluation of Work Site

Student Name _____
Work Site _____ No. Weeks Employed _____
Work Site Supervisor _____

Instructions: Rate your job experience according to the following criteria by circling the appropriate number.

	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
The job provided me with an educationally meaningful experience.	[4]	[3]	[2]	[1]
The job was what I expected it to be.	[4]	[3]	[2]	[1]
The job provided me with assignments related to my abilities and skills.	[4]	[3]	[2]	[1]
The job provided me with the opportunity to perform progressively more advanced tasks.	[4]	[3]	[2]	[1]
Company rules and regulations were explained clearly to me.	[4]	[3]	[2]	[1]
I received daily supervision.	[4]	[3]	[2]	[1]
My work supervisor was reasonable and fair.	[4]	[3]	[2]	[1]
My work supervisor periodically discussed my performance with me.	[4]	[3]	[2]	[1]
My co-workers were friendly and courteous.	[4]	[3]	[2]	[1]
My on-the-job experience was worthwhile.	[4]	[3]	[2]	[1]

Remarks or Suggestions:

I would recommend the cooperative education program to other students.	Yes []	No []
I would recommend this employer to other students.	Yes []	No []

Student Signature _____ Date _____

Printed Student Name _____

Weekly Work Report

Student's Name _____ Employer _____

Work Site Supervisor's Name _____

Week of: _____ to _____ 200_____

Day	Time In	Time Out	Total Hours	Hourly Wages	Job(s) Performed
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Total Hours Worked This Week: _____ **Total Wages Earned This Week:** _____

Summary of Week's Work: In paragraph style describe your work experience this week.

Other comments:

_____ *High School Weekly Work Report*

Student _____ Job Title _____

Work Site _____ Supervisor _____

Hourly Wage _____ Week of: _____ to _____ 200_____

Day	Time In	Time Out	Total Hours	Hourly Wages	Job(s) Performed
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

Total Previous Hours _____ Total Previous Pay _____

Hours This Week _____ Pay This Week _____

Cumulative Hours _____ Cumulative Pay _____

What new task or procedure did you learn from your work?

What problems or safety issues came up that need to be addressed?

Other comments: _____

CIP Code: _____

Name of Supervisor _____

<i>Month</i>	<i>Hours</i>	<i>Hourly Rate</i>	<i>Bonuses/Tips</i>	<i>Total Wages</i>
June				
July				
August				
Summer Totals				

Month	Hours	Hourly Rate	Bonuses/Tips	Total Wages
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
Totals				

Site Visit Record

Student's Name _____ Date _____ Time _____

Work Site _____ CIP Code _____

Work Site Supervisor _____

Contact Person (today's visit) _____

Purpose of Visit: ☐ Student Observation ☐ Student Evaluation ☐ Conference
 ☐ Problem Resolution ☐ Other

This form must be completed for work site visits. Remember to record observations, actions to be taken, and recommendations. Identify specific strengths and needed improvements.

General Observations:

Student Conference/Comments:

Work Site Supervisor Conference/Comments:

Teacher/coordinator's Signature: _____

School Name
Work Site Termination Notice

Student _____ Birth Date _____

Student ID No. _____ Date of Termination _____

Work Site _____ Supervisor's Name _____

Work Site Address _____ WS Phone _____

Work Site Title _____ Student's Hourly Wage \$ _____

_____ has been terminated from the work site listed above for the
Student's Name following reason(s):

_____ Excessive absences _____ Needs more academic training for this job

_____ Failure in related class _____ Failure in another class

_____ Other _____

_____ Other _____

_____ Other _____

This action will result in recommendation for:

_____ Loss of credit for _____ Related Class _____ On-the-Job Training _____ None

_____ Other _____

As a result of this termination, the above-mentioned student will be:

_____ Withdrawn from the program

_____ Assigned to a new work site, if possible

_____ Other _____

I FULLY UNDERSTAND THE ABOVE CONDITIONS AND AGREE TO COOPERATE FOR THE
BEST INTEREST OF THE STUDENT.

Student Signature

Date

Employer/Work Site Supervisor Signature

Date

Teacher/Coordinator Signature

Date

Parent/Guardian Signature

Date

Cooperative Education Request for Job Change

Student _____ Teacher/Coordinator _____

Date _____ Work Site Supervisor _____

Work Site _____ Phone # _____

Instructions

1. This form must be completed in full **before** a decision is made to change or leave your present job.
2. Schedule a conference with your teacher/coordinator. This conference will be held during at time designated by your teacher/coordinator.
3. ***Failure to follow this procedure before leaving your job will result in a failing grade for the grading period and possible removal from the program.***

Procedure

1. Turn in completed form to your teacher/coordinator.
2. Confer with your teacher/coordinator.
3. Teacher/coordinator will contact your employer.
4. Teacher/coordinator will contact your parent/guardian.
5. A mutual decision will be made by all parties involved.

Complete the Following:

1. Explain your reasons and the circumstances surrounding your decision for wanting to leave current job.

3. List 5 pros and 5 cons for your requested job change.

PROS

CONS

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____

School Name/Address/Phone
Sample Follow-Up Survey for Employers
Cooperative Education

Work Site _____ Phone Number _____

Work Site Supervisor _____

Please return in the stamped, self-addressed envelope.

In (year), (name of student) completed the cooperative education program at our school. In order to study the strengths and weaknesses of the program and to comply with state and federal regulations, we complete a follow-up study of former students. The purpose is not to evaluate the student, but to evaluate the program's preparation of the student for employment and to guide us in making program changes. Your cooperation in completing the survey is appreciated very much.

1. Is the individual still in your employment? Yes ____ No ____
2. How well do you feel the individual was prepared for employment when hired? _____
 - A. Very well prepared; trained in essentials needed for job performance
 - B. Generally well prepared but there were some gaps in training
 - C. Poorly prepared; many necessary skills are lacking

Please rate the employee on each of these traits.

		Excellent	Good	Fair	Poor
3.	General quality of work				
4.	General quantity of work				
5.	Attendance/punctuality				
6.	Observation of safety rules				
7.	Attitude				

8. Do you feel that the individual could have been equally successful in your employment without training in the cooperative education program?

Yes ____ No ____

9. What suggestions can you make that might improve the training of our students for your type of employment?

10. Comments:

Banquet Planning Checklist

<p>September</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proposed Budget <input type="checkbox"/> Cost of Meal, Award, Decorations - \$_____ <input type="checkbox"/> Money-Raising Projects &/or Dues Started <p>October</p> <ul style="list-style-type: none"> <input type="checkbox"/> Banquet Date Set <input type="checkbox"/> Banquet Location Set <input type="checkbox"/> Banquet Time Set <input type="checkbox"/> Put on School Calendar – Check for Conflicts <p>January</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine Menu <input type="checkbox"/> Determine Cost of Meal per Person <input type="checkbox"/> List of Special Guests <input type="checkbox"/> Determine Decorations and Estimated Cost <input type="checkbox"/> Meal Cost Estimation for Students, Employers, Guests and Entertainment <input type="checkbox"/> List What Awards Will Be Given <input type="checkbox"/> Determine Entertainment or Guest Speaker <p>One Month Before Banquet Committee</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine Program Order <input type="checkbox"/> Determine Student to Head Each Segment <input type="checkbox"/> Determine seating Arrangement With Students/Employers together <input type="checkbox"/> Set Up Ready to Go With Name Cards, Seating Chart, Decorations <input type="checkbox"/> Make or Order Awards <input type="checkbox"/> Contact Speaker to Solidify Commitment 	<p>Two Weeks Before Banquet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs Typed, Printed, Assembled <input type="checkbox"/> RSVP Returned One Week Before Banquet <input type="checkbox"/> Publicity <input type="checkbox"/> Local Paper, Radio, TV <input type="checkbox"/> School Paper/Electric Bulletin Board <input type="checkbox"/> Club Reporter <input type="checkbox"/> Photographer <input type="checkbox"/> Clean-up Committee Knows What to Save <p>One Week Before Banquet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Anything Not Already Finished <input type="checkbox"/> Students Practice Their Parts <input type="checkbox"/> RSVP Returned; Inform Caterer Exact Number of Meals <input type="checkbox"/> Remind Students About Appropriate Attire and Manners <p>Day of Banquet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take Students to Lunch <input type="checkbox"/> Go to Banquet Site to Decorate, Practice Speeches, Set Up Name Cards and Music, etc. <p>Post Banquet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Critique of Banquet: Yours, Students', Others <input type="checkbox"/> Congratulate Students for Their Hard Work <input type="checkbox"/> Pay Bills <p style="text-align: center;">Ideas:</p> <ul style="list-style-type: none"> ▪ Invite two juniors to act as host/hostess who will be chairmen of banquet committee next year. ▪ Have all students help with set-up and cleanup.
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COFACS IMPROVEMENT PLAN
for
Student Name

Note: At this point in the semester dropping out of COFACS is not an option. We are too far into the 9 weeks and there are no available classes for Student Name.

Current Standing Coop Rules and Regulations:

- According to school records, Student Name has worked a total of 25.26 hours towards the 270 for the semester.
- To receive credit, a minimum of 540 hours for the school year must be worked by June 5, 2006. *Students shall be employed an average of not less than fifteen (15) hours per week during the school year.* (Indiana Administrative Code 511 IAC 8-2-Sec. 5-(6))
- Students participating in on-the-job training will earn academic credit upon working the minimum specified number of hours in the workplace.
- Students shall pass the related class and the on-the-job training in order to remain in the program.
- Separate grades may not be issued for the classroom instruction and the on-the-job training.

Option 1: Remain in the COFACS class without a job.

- Receive an F for the Job Training portion of the grade and an F in Related Training portion of the grade for the semester.
- Student will receive no credit for the class.
- Student will be required to remain at school all day.

Option 2: Find new employment and remain in class for the semester

- Receive an N for the Job Training and the appropriate grade earned for the Related Training for the 9 weeks.
- With the assistance of Teacher Name, Student will have two weeks to be interviewed and be hired by an approved employer. During this two week period, she may use her release time for this job search. Student will be provided a log to be used to verify her employment search. If not looking for a job, she must remain in school. She will be under the supervision of Teacher Name during the two-week time period.
- The new employer must agree to sign the training agreement and training plan provided by the COFAC's coordinator. They must also agree to provide employment through June 7, 2006.
- Once employed, Student will report to work as scheduled without any no shows or any negative reports.
- In the event that Student does not obtain employment, a failing grade will be received for both portions of the COFACS grade.

Student Signature

Parent Signature

Teacher/Coordinator Signature

Administrator Signature

Date

Appendix F



Internet Resources

Internet Resources

General CTE Information

<http://www.acteonline.org/>
<http://doe.state.in.us/octe/facs/iactecalendar.html>
<http://www.doe.state.in.us/octe/welcome.html>

Student Organizations

<http://www.indianabpa.org/>
<http://www.indianadeca.org/>
<http://www.indianaffa.org/>
<http://www.doe.state.in.us/octe/facs/infcccla.html>
<http://www.doe.state.in.us/octe/health/hosa.html>
<http://www.indianaskillsusa.org/>

Career Information

<http://www.bridges.com>
<http://www.act.org/discover>
<http://www.fastweb.com>
<http://www.learnmoreindiana.org>
<http://online.onetcenter.org>
<http://beatyourowndrum.com/career/>
<http://www.groovejob.com/?PHPSESSID=bc5b97bd78f534ce4c173f46edd91405>
<http://www.khake.com/page94.html>
<http://www.mapping-your-future.org/>
<http://www.nycareerzone.org>
<https://www.driveofyourlife.org>
[http://www.cumbavac.org/Careers_ & Career%20Planning.htm](http://www.cumbavac.org/Careers_&Career%20Planning.htm)
<http://www.salary.com>

Employment Information

<http://www.eeoc.gov>
<http://www.in.gov/labor/childlabor/index.html>
[http://www.hrdocs.com/Posters/federal.asp?promoCode=333.](http://www.hrdocs.com/Posters/federal.asp?promoCode=333)
<http://www.hrdocs.com/Posters/state/Indiana.html>
<http://www.in.gov/isdh/publications/tattoo/b.htm>

Instructional Resources

<http://www.forbes.com/>
<http://www.pbs.org/>
<http://edcorner.stanford.edu/index.html>
http://stosselinthe classroom.org/dvd_offer.html
<http://www.cleaning101.com/>
<http://www.fefe.arizona.edu/index.php>
<http://www.damaris.org/cm/home/reloI>
<http://www.teachwithmovies.org/>
<http://www.osha.gov/SLTC/youth/restaurant/index.html>
<http://www.peacecorps.gov/www/educators/>
http://www.thefutureschannel.com/dockets/realworld/operating_a_restaurant/
<http://www.internet4classrooms.com/ct-fcs.htm>
<http://www.thefutureschannel.com/index.php>
<http://www.fsis.usda.gov/home/index.asp>
<http://www.caringbridge.org/>

<http://www.imf.org/external/>
<http://teach.fcps.net/trt4/FETC03/fun2.htm>
<http://www.storyofstuff.com/>
<http://www.healthinspections.com/index.cfm>
<http://www.themint.org/teachers/index.html>
<http://www.foodsafety.gov/~fsg/fsgkids.html>
<http://www.discoveryeducation.com/>
http://www.executiveplanet.com/index.php?title=Main_Page

These materials have been developed by cooperative education teachers in Indiana and funded through the Indiana Department of Education, Career & Technical Education Division.

Policy Notification Statement

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C.22.9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with Title XI may be directed to the Human Resources Director, Indiana Department of Education, Room 299 State House, Indianapolis, IN 46204-2798, or to the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, DC; or **Dr. Suellen Reed, State Superintendent of Public Instruction.**